

21
TWENTIETH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

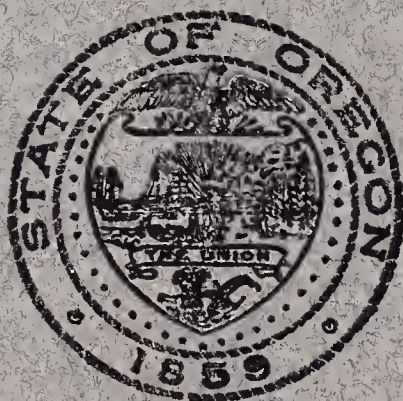
OF THE

STATE OF OREGON

TO THE

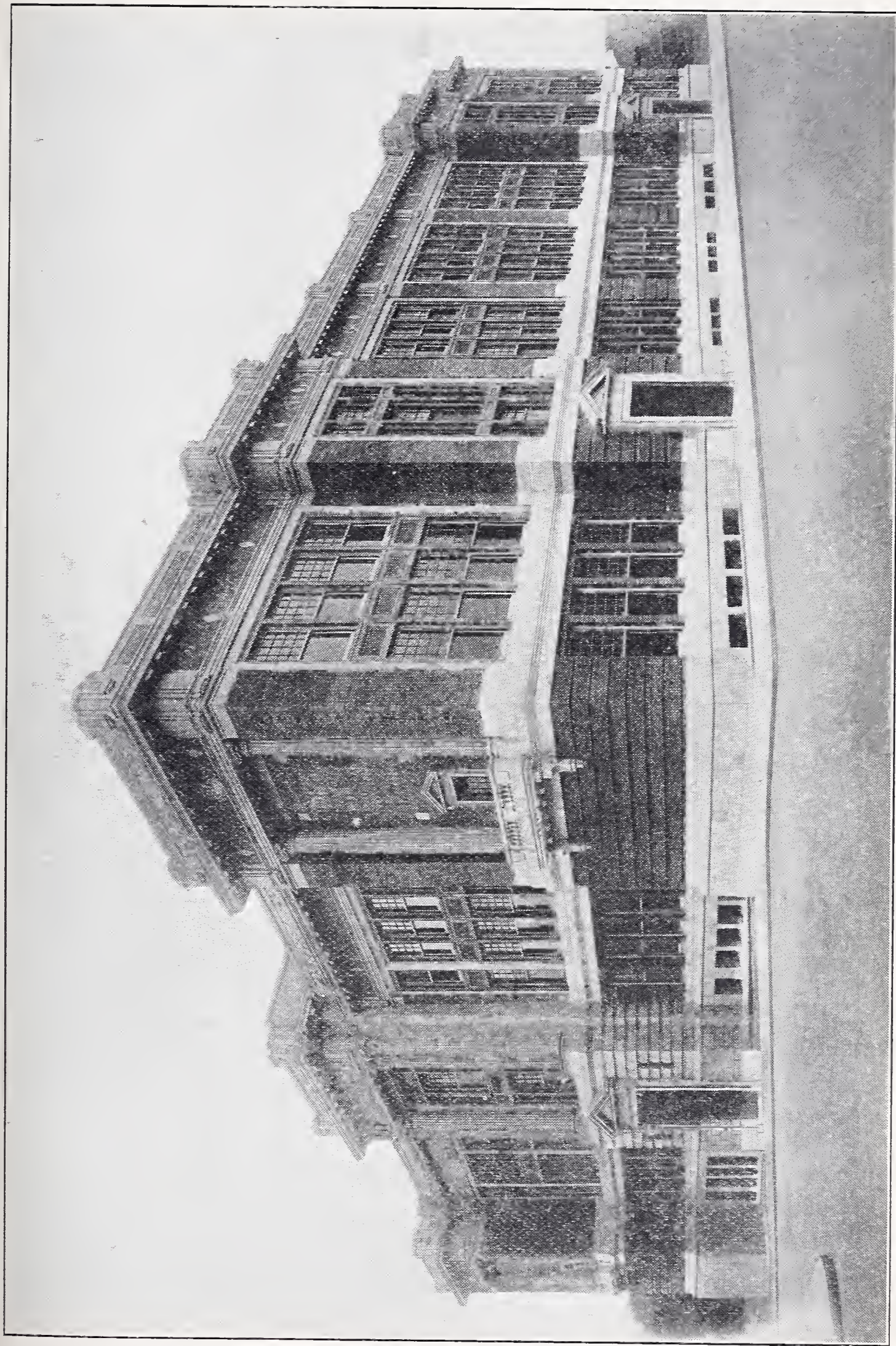
**TWENTY-SEVENTH LEGISLATIVE ASSEMBLY
REGULAR SESSION.**

1913



SALEM, OREGON

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Lincoln High School—Portland.



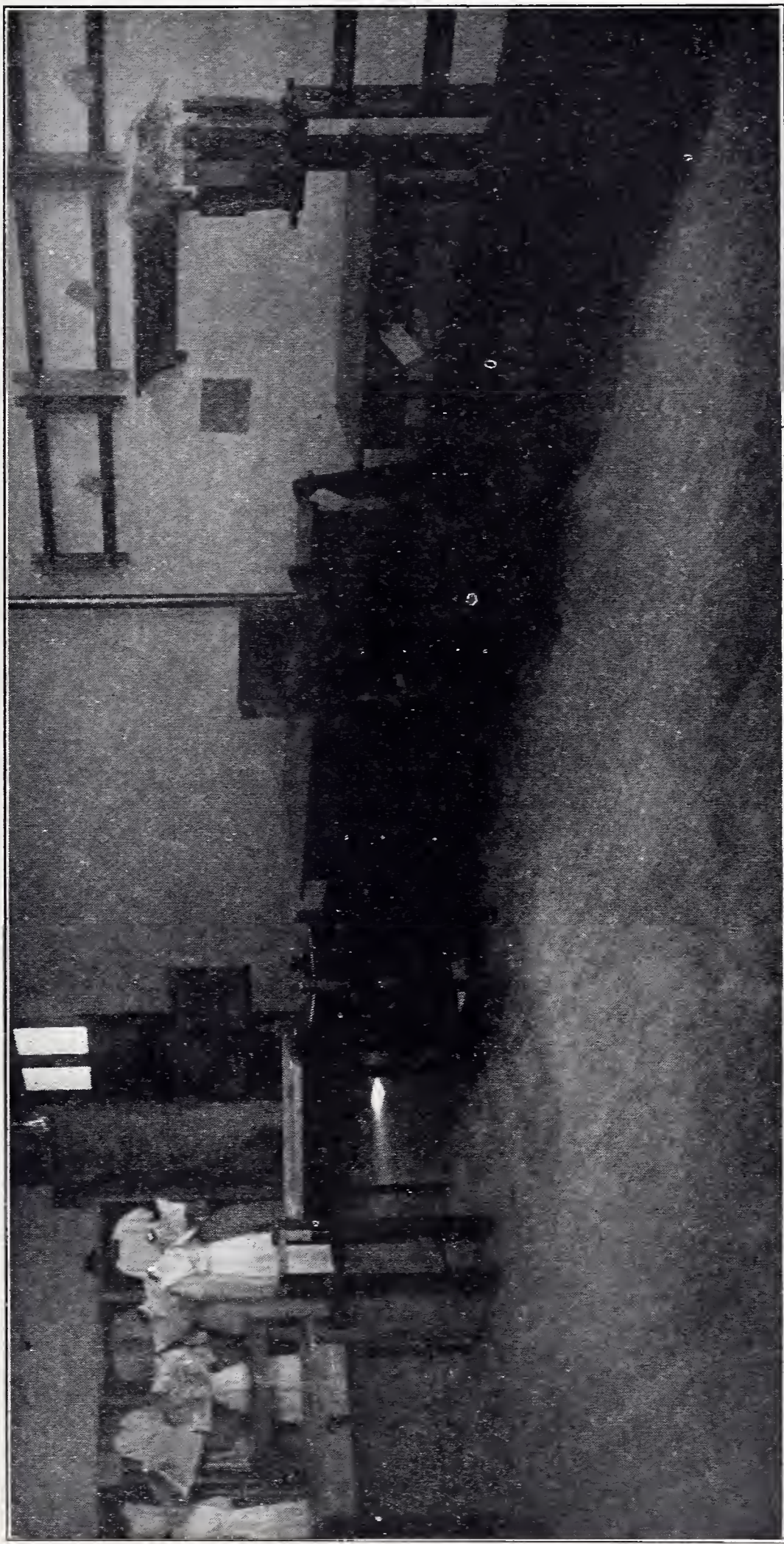
School Garden—Woodlawn School, Portland.



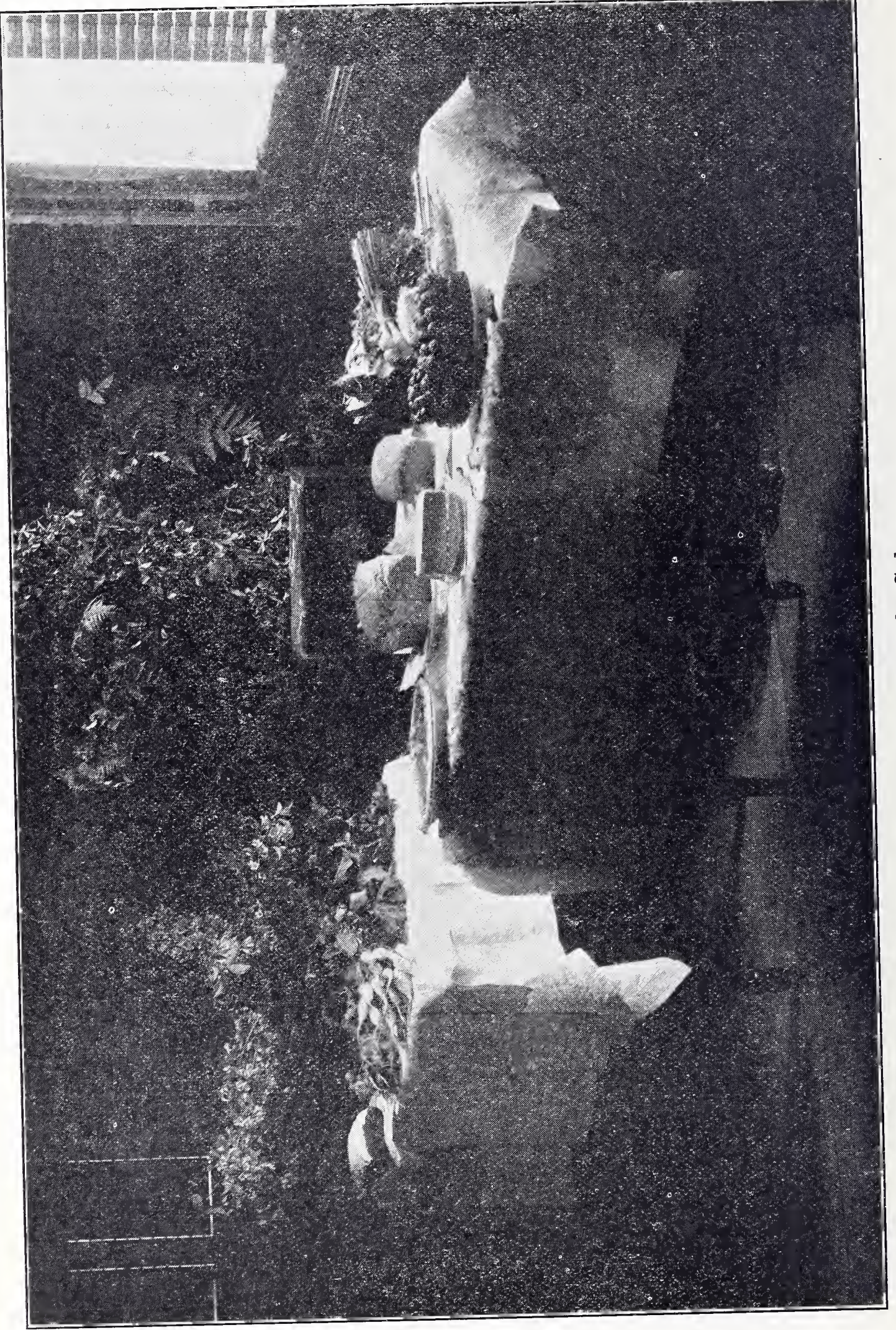
Arleta School Garden, Portland.



Industrial Work—Baker Schools.



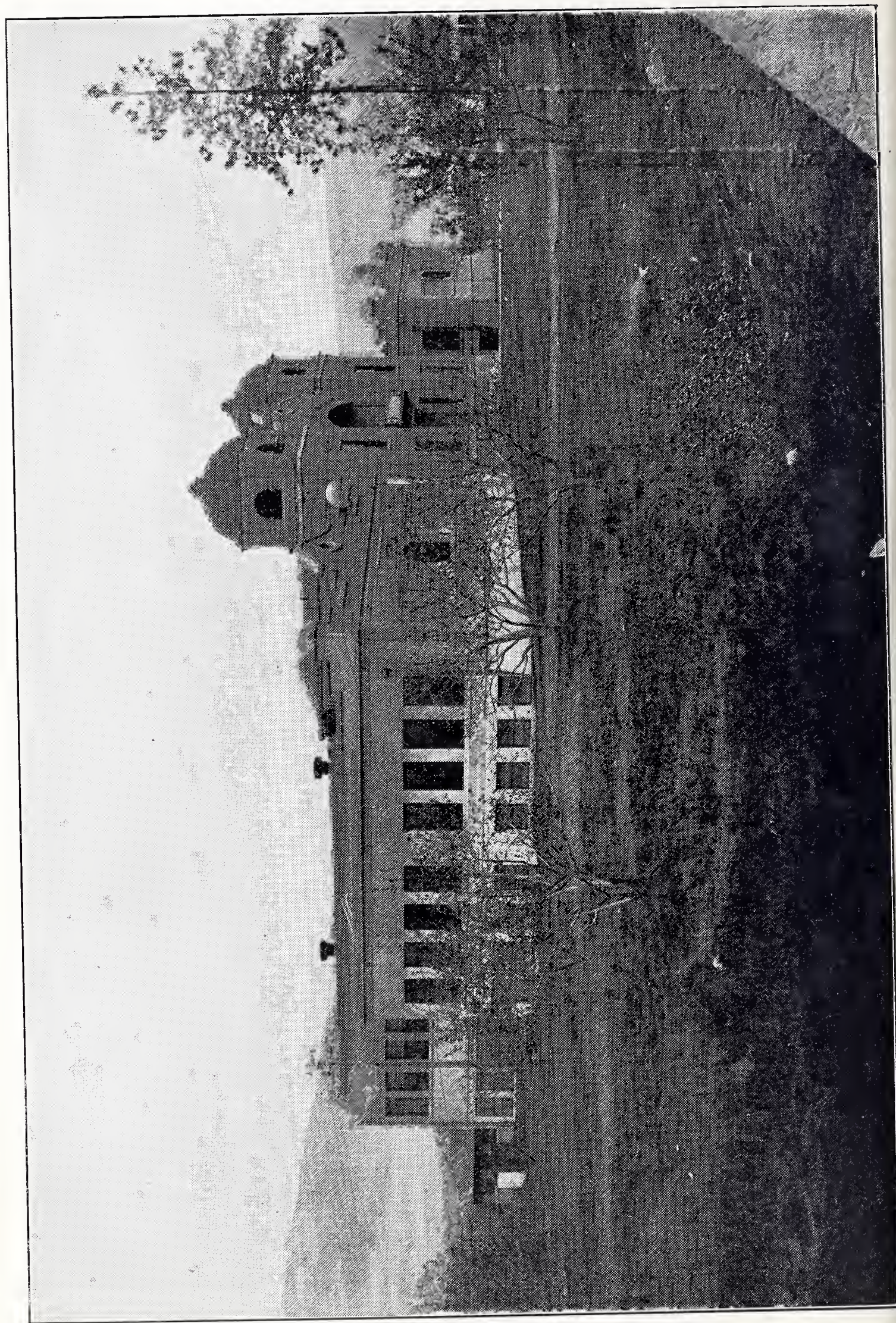
Industrial Work—Baker Schools.

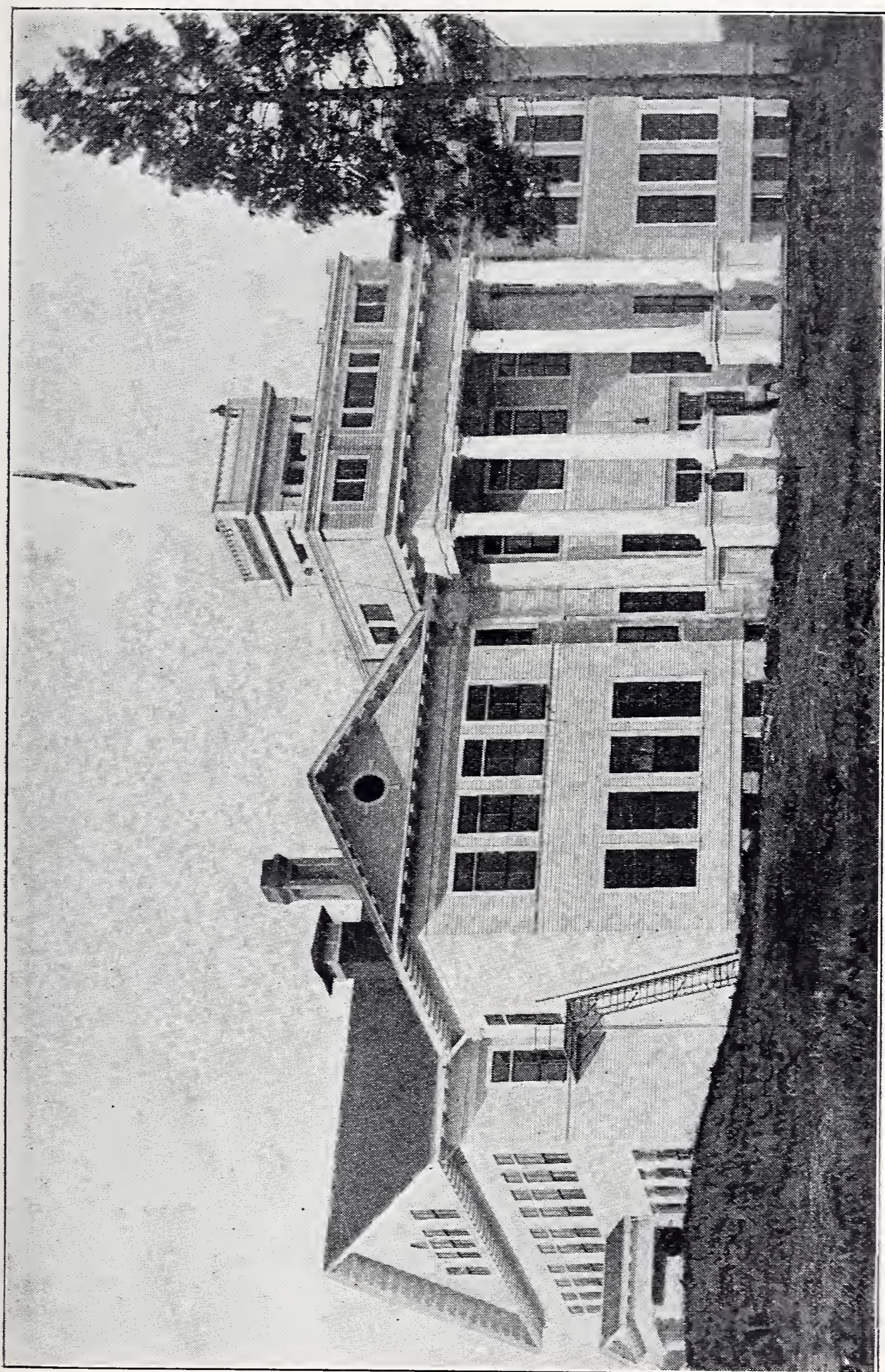


East School—Salem.

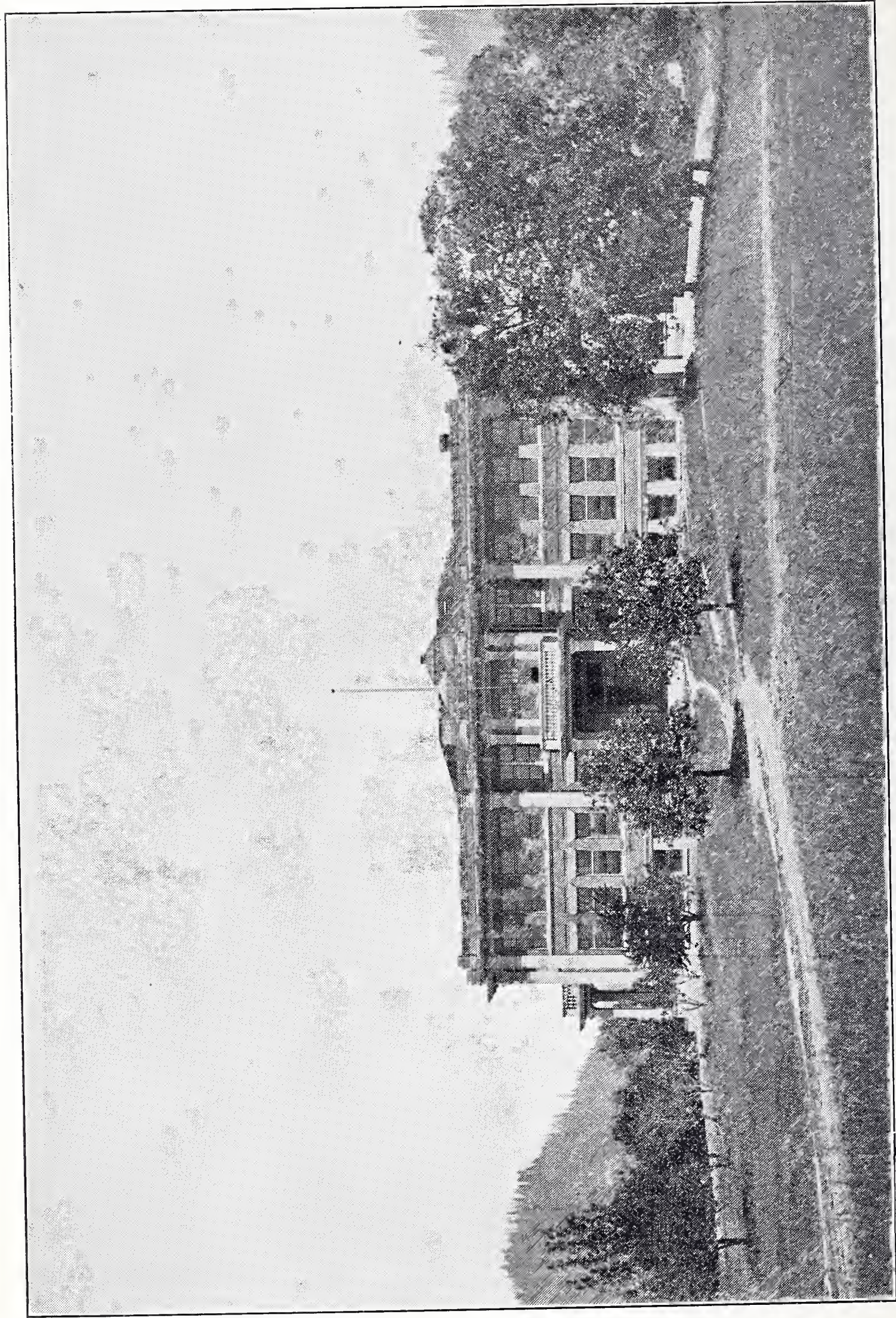


East School—Salem.

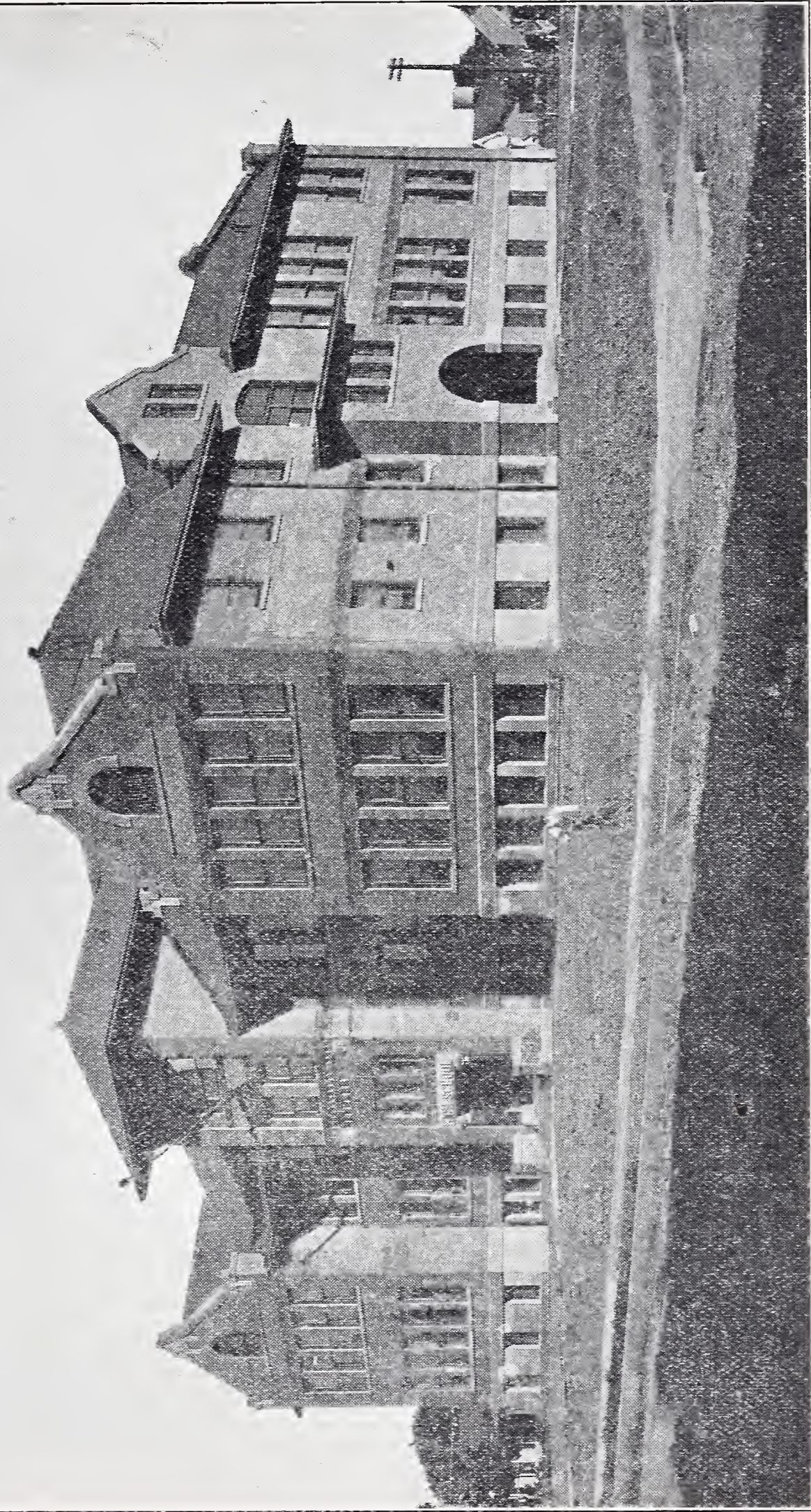




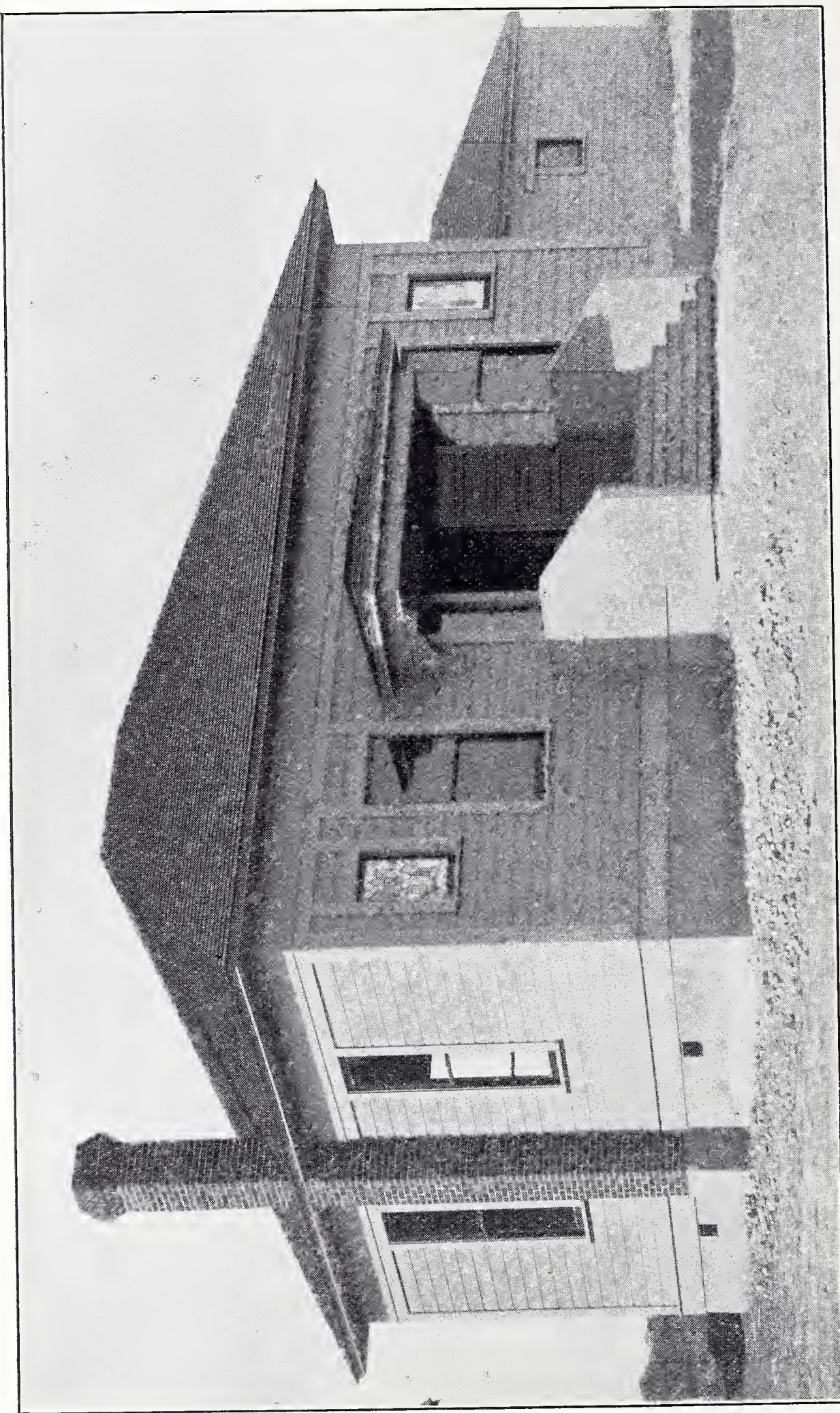
High School—Marshfield.



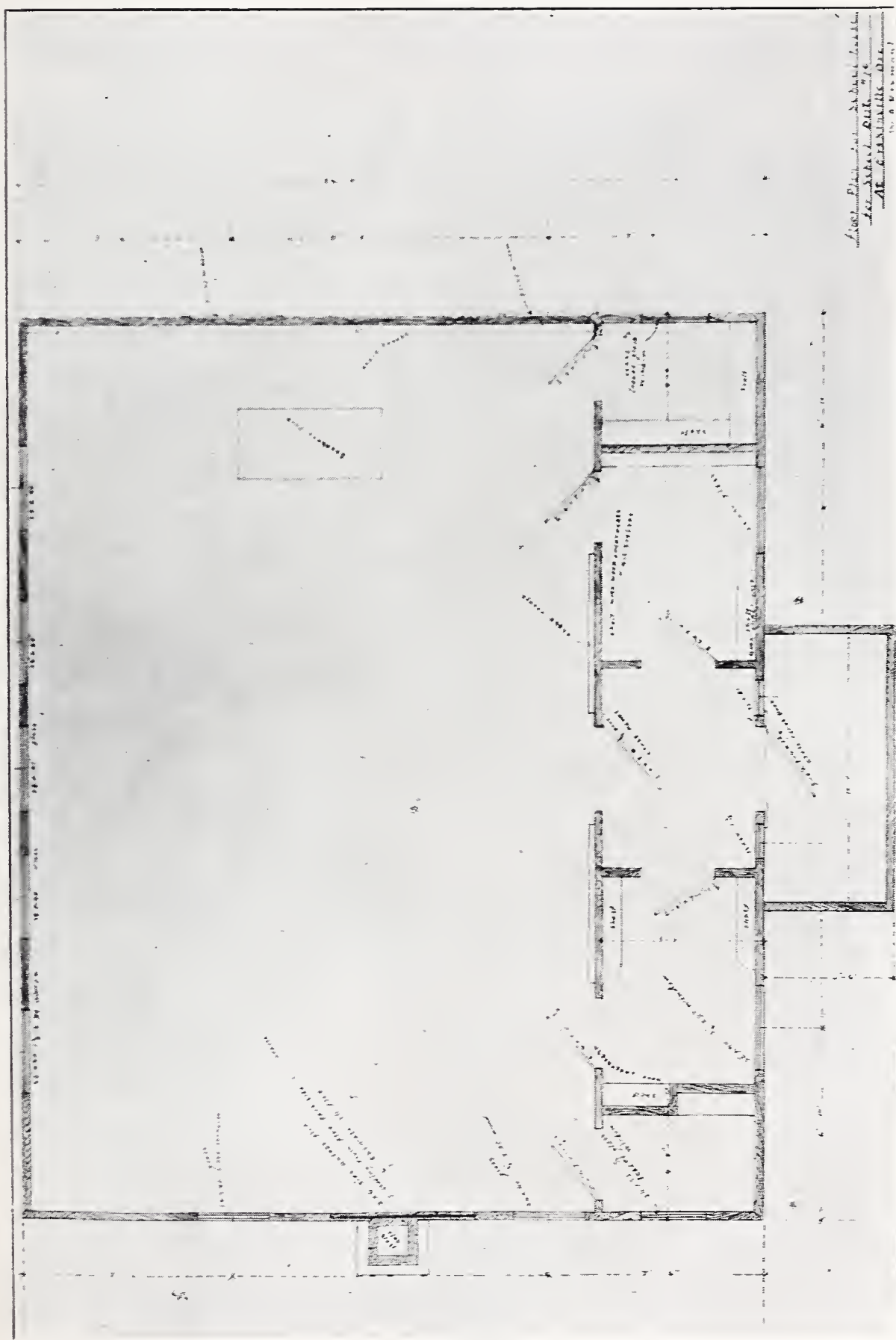
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LETTER OF TRANSMITTAL.

DEPARTMENT OF PUBLIC INSTRUCTION,
SALEM, OREGON, December 31, 1912.

To the Honorable Legislative Assembly of the State of Oregon:

GENTLEMEN: In compliance with the provisions of section 5 of the School Laws of Oregon, I have the honor to submit herewith the nineteenth biennial report of the Department of Public Instruction, embracing statistics and statistical summaries indicating the general conditions of the public schools of this State for the term ending June 15, 1912.

The statistics pertaining to colleges, universities, normal schools and other educational institutions close with the term ending June 21, 1912.

Respectfully submitted,

L. R. ALDERMAN,
Superintendent of Public Instruction.

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REPORT

A deep and widespread interest in the study of agriculture, domestic science and manual training; a steady increase in the number of high schools; a vigorous attempt on the part of the teachers of the State to bring the school and the home into a closer relation by the home credit plan, and the securing of a firm and permanent position in our educational system of a State Normal School are some of the most interesting signs of progress in the work of our public schools for the past year.

During the past two years I have asked the teachers of Oregon to make some recognition of the work done by the school children in their homes. The school has made so many demands on the home that the parents have in some cases felt that all the time of the child must be given to the school. But an important thing that the child needs along with school work is established habits of home making. What one does depends as much upon habit as upon knowledge. The criticism that is most often made upon industrial work at school is that it is so different from the work done at the home that it does not put the child into that sympathetic relation with the home, which after all is for him and the home the most important thing in the world. Juvenile institutions find that they must be careful not to institutionalize the child to the extent that he may not be contented in a real home. In my opinion it will be a great thing for the child to want to help his parents do the task that needs to be done and want to do it in the best possible way. The reason that so many country boys are now the leading men of affairs is because early in life they had the responsibility of home thrust upon them.

Every day brings reports of teachers who are working out this idea to meet the needs of their particular localities. Last spring this department issued a bulletin outlining the plan and suggesting a few ways by which the school could be brought into closer touch with the home. A writer in one of our local newspapers says, "It is the testimony of the parents where this plan has been tried that the children are co-operating with them, and becoming interested in their homes as never before. One mother said it seemed that her duties were reduced by half, and that the children were eager to do more, for more work meant more school credits. Conditions are reversing themselves—instead of the parent saying, 'you must do your chores or I shall punish you,' the child is asking, 'isn't there something more I can do?'"

To bring the school and home into the closest relations possible and to instill into the children of Oregon a larger sense of the dignity of labor are the objects the Oregon schools have before them. Working on the principle that the school should be a real helper of the home, and that one of the most important things that a child needs along with the school work is established habits in home making, this plan of giving some credit for work done at home was started in our schools. The next thing was to encourage the children to want more than the surface knowledge of home work, to become experts in the art and science of bread making, sewing, gardening, carpenter work and other forms of industrial work, the district and State fairs have offered the opportunity for exhibitions of their efforts.

CHILDREN'S INDUSTRIAL FAIRS.

Last November the secretary of the State Bankers' Association in Oregon wrote me, asking what their organization might do to co-operate with the schools in this State in helping to bring about a more practical education for our children and indirectly to assist in developing the resources of the State. I replied by outlining a plan of industrial contests to be held at each county, the local prize winners to bring their exhibits to the State Fair for final contest. The Bankers' Association called a conference in December, and this plan was adopted. The State Agricultural College and the commercial clubs were invited to join in this movement. The Bankers' Association furnished a field worker and a stenographer and the Union Stock Yards at Portland also supplied a field worker. This department was asked to manage the work of the contests. In carrying this out I wrote to each of the county school superintendents, who immediately began to organize the work in the various counties of the State. I also sent letters to every newspaper in the State, giving details of the plan, and wrote to each minister of the State, asking them to set aside one Sunday during the early spring to speak on this subject. In passing I wish to say that the county superintendents, the commercial clubs of Oregon, the newspapers and the ministers entered into the work most enthusiastically and gave us very valuable help all through the year.

The State Fair Board set aside \$1,000 to be given as prizes for children's exhibits at the State Fair. Livestock men, farmers, merchants and poultrymen donated prizes to the amount of about \$2,500, for children's exhibits at the State Fair. The Agricultural College prepared a bulletin instructing the

children how to raise various vegetables and how to do hand work. One hundred thousand of these bulletins were distributed among the school children of the State. This work has not been a regular part of the school work, but rather the school has been used as a distributing center and through the schools the children have been encouraged to take up this work at home. Similar plans were carried out in all but one of the counties of the State so that the children were represented at the district and county fairs. Altogether the children took part in eighty-eight fairs held in various parts of the State. The value of the prize lists amounted to about \$20,000. It is estimated that about 75,000 children prepared exhibits for either county, district or State fairs.

One of the most attractive features of the State Fair was the children's industrial exhibit. All of the hand work and vegetable products were exhibited under the grand stand. The seventy-five coops of chickens were exhibited by the children in Barn No. 8. Had the weather been favorable the room under the grand stand would not have held all of the exhibits. The exhibits were shipped in groups and in a number of counties the bad weather prevented the one in charge from getting the exhibits to the station.

This department is in receipt of thousands of letters from all parts of the State, praising the idea of having the children's industrial fairs and asking us to continue the work next year.

Following is a brief summarized report of the children's fair work as it has been carried out in this State.

A. Beginnings of contest:

1. Committee on industrial education of State Bankers' Association launched movement to arouse more interest in agricultural and industrial work in public schools by calling conference in Portland, December, 1911.

2. Yamhill County plan adopted and made State wide by which children were to be encouraged to grow gardens, and to make useful articles by local, county and State juvenile competitions.

3. Making up State Fair premium list started January 1, 1912. Animals and commodities to value of \$2,500 were donated for children's prizes. This was supplemented by \$1,000 cash for the State Fair Board.

B. Synopsis of Field and Office Work:

1. O. A. C. specialists prepared instructional part of contest bulletin to go with contest rules and premium list; 50,000 bulletins issued, 10,000 being distributed from Corvallis, and 40,000 from contest department in office of State Superintendent.

2. Contest department has issued (exclusive of bulletins 9000 pieces of mail matter such as:

- (a) Requests for prizes to breeders, merchants, etc.
- (b) News letters (at least 800 columns have been used in Oregon, and by such publications as Saturday Evening Post, Survey, Youth's Companion, New York American, San Francisco Examiner, Country Gentleman).
- (c) Letters to county and State superintendents.
- (d) Letters to teachers, parents, children.
- (e) Letters to fair boards, seed companies.
- (f) Letters to all Oregon granges.
- (g) Letters to ministers (approximately 800 sermons preached on industrial work in March and April).
- (h) Suggestive programs for local fairs.

3. The Oregon Development League has co-operated by communicating with all commercial organizations in Oregon relative to industrial work.

4. County superintendents and teachers have worked as a unit in promotion of plan; business men have liberally rallied to its support.

C. Results:

- 1. 88 children's fairs were held in various parts of the State.
- 2. Value of prize lists amounted to \$20,000.
- 3. Juvenile exhibitors at fairs during year 75,000. (Oregon has 125,000 school children).

4. Prof. C. H. Lane, assistant in agricultural education at Washington, D. C., whose visit to Oregon in May was a recognition by the national government of movement in Oregon, said: "Oregon has started this work on a broader scale than any other State. I never have found a State in which bankers, breeders and business men have given industrial education such liberal support at the outset. The next step should be to make the work an integral part of the public school system."

RURAL SUPERVISION.

I am pleased to be able to report to you that the rural supervisory law passed by the 1911 session of the legislature is giving general satisfaction, and is doing much to increase the efficiency of the work in the rural schools.

The supervisory law was enacted by the Legislature in 1911. It was passed for the sole purpose of improving the rural schools. Investigation shows that every county in the Willamette Valley has rural districts where the population has decreased in the last twenty years. This ought not to be in a rich, beautiful country like Oregon. It is a matter of common

knowledge that our rural dwellers have gone to town that they might have better schools for their children. This has been going on all over the State, and it is not hard to find the cause for this unpopularity of the country schools. Untrained, poorly paid teachers, unsupervised teachers, too frequent change of teachers, and unattractive school houses have made the country schools not only unpopular, but inadequate for the demand made upon them.

The country over \$33.00 is being spent for the education of the town boy and girl, and \$13.00 for the country boy. In Oregon, in some counties, the disparity is even worse than that. The City of Salem is proud of her schools, and well she may be. In the school year, 1910-1911, with about seventy teachers, some \$6,000 was spent for supervision. In the whole county outside of Salem, with two hundred teachers, \$1,000 was spent for the supervision, and at least half of the time of that supervisor was taken up with office duties. With the supervisory law the county of Marion is spending about 76 cents for supervision for each child in rural schools. \$2.50 is being spent for the supervision of each child in the Salem schools, and yet they talk of repealing the law that allows 76 cents to be spent for the rural supervision.

The supervisory law has cost the State the last year something like \$23,000 in salaries. A careful investigation will show that we have saved in actual money, to say nothing of the improved conditions brought about, a large sum of money. It is a notorious fact that the school districts in this State, and in most states where there is little supervision, squander a great deal of money in supplies that are not needed. In almost every rural school house in this State there are expensive charts, globes and other apparatus that was not needed, for which the school districts paid from three to five times the actual catalogue price. An agent will call upon one director and show him a chart, for which he asks \$75.00. The director says that he is much interested, but he is only one member of the board. The agent then asks, "if the others consent, will you give your consent," and he replies "yes." The agent then sees director number two, and informs him that director number one is in favor of buying the chart. Number two says he doesn't know about it, but won't object if the other two agree. The agent then sees director number three, with the result that the district pays \$75.00 for a chart that is listed in any reputable supply house for \$15.00. With the rural supervisors all this waste is eliminated, as districts are advised as to needed supplies.

I have seen school districts in the State with but nine feet of blackboard with no erasers, with no maps and with no water supply, that had recently paid \$75.00 for a chart, \$39.00 for an expensive globe and \$30.00 for mathematical blocks that were not needed by any of the children attending school.

Again, supervisors, by carefully looking over the grading of pupils and advising with the teacher, have, in many cases, saved a year of a student's time. In the rural schools promotions are made but once during the school year, and if at the time of the promotion the pupils fall short of making the required grade he must spend another year in the grade. The supervisor guides the effort of the pupil and the teacher so that the pupils will have no difficulty in doing well in the specified time all the prescribed work in any grade. The idea of the supervisory law is that a teacher will improve in service, and thus be a year's better teacher at the end of the year. With proper supervision every school in the State is in a sense a normal school.

The rural supervisors in this State have, I think, saved, in some cases, the lives of boys and girls during the last two years. They have looked after the sanitary conditions. In thousands of cases they have had the well water examined, and in not a few cases have they found seriously contaminated wells from which pupils and teacher were drinking. There are cases where typhoid fever was prevalent in districts almost every year where they have been free from it in the last two years on account of better sanitary conditions advocated by the rural supervisor.

We are planning to do much industrial work. We hope the children, by proper encouragement, will raise enough chickens so that the gross income will two or three times over pay for the whole cost of the schools of the State. Without supervision it will be impossible for us to carry out any concerted action along this line. You cannot do things of this kind with circular letters or with a talk once a year at teachers' institutes. No industry where the product can be measured in dollars and cents, where so much money is expended, spends as little for supervisors as the public schools. Railroads have supervisors for every few workmen, because they find it pays.

Rural supervision is not a new thing. In all states where it is used it has proven to be a means of betterment. Some states have claimed that it has increased the efficiency of the schools a hundred per cent. In the United States there are 67 per cent of the girls and boys attending country schools, and yet less than 40 per cent of the money is being spent for rural education.

All states that are making progress in the way of improving the rural schools have rural supervision. Every authority that has made a study of rural school conditions has advocated the great need of rural supervision. The most expensive school in the State of Oregon is that school that is so poor that it drives people away from it because the people take their earning power away with them. The cheapest school in the State of Oregon is that school that attracts people with the earning power to it.

It is said by some that we do not need a supervisor, as we have the county superintendents. This law does not call for an extra supervisor unless there are sixty districts or more; eighteen counties do not have a supervisor. It is physically impossible for one man to supervise properly more than sixty districts; but in addition to the supervision, the county superintendent is given many office tasks which consume half his time.

I ask all people who want to see the Oregon country home the best place in the world to raise a family to join with me in the improvement of country schools.

To state some of the results of the supervisory law more definitely, I quote from a few special reports made by county superintendents:

T. J. GARY, SCHOOL SUPERINTENDENT CLACKAMAS COUNTY.

"We have a number of teachers who have not had an opportunity to secure special training. Most of these are both willing and anxious to learn. To such a good supervisor is a great help. We have a goodly number of teachers who do excellent work and get results. These do not need close supervision, but they almost invariably report that they were helped.

"The supervisors did much good in securing better sanitation and better arrangement of school programs. In a few instances they found teachers trying to hear forty to forty-five recitations daily and by skillful combination helped to reduce this number to twenty-two or twenty-five. They also did much good in bringing the schools and the homes closer together through parent-teachers' meetings and school exhibitions."

H. C. BAUGHMAN, SCHOOL SUPERINTENDENT LANE COUNTY.

"Under this supervisory system in a great number of the rural schools the system of lighting and sanitary conditions have been improved. Many local meetings of patrons and teachers have been held. In short, the rural schools of Lane County have made more advancement and received more

respective supervision during the last school year, under this supervisory law, than in the last five preceding years. I think it has been and is yet a physical impossibility for the county superintendent to do all that is expected of him. There are 182 districts in this county, on an average of five miles apart. To visit all of these it requires the superintendent to travel more than 1,000 miles, spend at least one hour in each school, besides three times that on the road. Under the supervisory law all of the districts of Lane County, with two exceptions, have been visited from two to six times during the past year by school supervisors.

"It is well known that any company or corporation employing a large number of workmen have at least one overseer for every 50 or 60 men to see that the work is done according to prescribed plans. It is true that the school teachers are required to take an examination and are considered as belonging to a profession, yet they are all required to work in accordance with prescribed rules and regulations—the State Course of Study. I believe that this supervision in the instruction of our youth is at least as important as railroad building and sewer construction.

"As to the cost of the supervisory system I will say that the past school year has cost Lane County \$5,250; in order to raise this amount it is necessary to levy a tax of fourteen one-hundredths of a mill on the assessable property of the county. This means that every man worth \$1,000 will pay fourteen cents for the maintenance of the supervisory system, if he is worth \$10,000 he will pay \$1.00 for this system."

FRANK K. WELLES, SCHOOL SUPERINTENDENT UMATILLA COUNTY.

"The reports of the supervisors show that they made 363 visits to the homes of the district officers. During these visits they talked over many things relating to the welfare of the schools. As a result, we were able to get practically all of the school houses thoroughly scrubbed and cleaned before the school opened. The directors in one district made some objections to this, claiming that their schoolhouse had not been scrubbed out since it was built, 23 years ago, and they did not think it necessary now. However, it was done.

"In several districts the supervisors were able to get the terms of school extended a month or more, beyond the time named in the contracts, and have gotten more and better equipment than ever before. During the year 57 districts purchased closed tanks for the drinking water, and in all of the schools individual drinking cups were used. Two-thirds of the schools now have fine Hyloplate blackboards.

The supervisors have created a much better sentiment among the district officers regarding the flag law, and have in other ways greatly stimulated their interest in the schools.

With few exceptions, the schools are now well equipped for work, and hereafter the supervisors will give less attention to these matters, and devote more of their time to assisting the teachers in the actual school work, as does the city superintendent in the larger districts."

Reports fully as encouraging as these have been received from Supt. H. C. Seymour, of Polk County; Supt. J. Percy Wells, Jackson County; Supt. Justus T. Neff, Wasco County; and in fact from nearly all of these counties where this law is in effect.

A report from Jackson County shows the supervisor has secured for nearly all of the school districts in his supervisory district individual drinking cups, sanitary water jars, window ventilating boards, sheet iron jackets for the stoves, medical attention for the defective pupils. He has also had the drinking water analyzed by the State Board of Health, and where the water was found to be impure, he was instrumental in getting pure drinking water for the schools.

He also secured supplementary readers for the use of the schools, helped the teachers to a better understanding of the State Course of Study, arranged for an exchange of essays and school compositions between the school children of the various school districts and the school children in certain parts of Texas, Virginia, Louisiana, South Dakota and several of the Canadian provinces. He also caused to be held in the months of January, February, and March, thirty public meetings in the various school districts.

In conclusion I might give a brief history of the enactment of this law. A few months before the 1911 session of the legislature a committee composed of a number of county superintendents was appointed to inquire into the conditions of the rural schools and to see what legislation might be suggested to better their condition. It was found that wherever possible people were moving into towns for the benefit of the schools during the winter months. The question was at once suggested, what is the difference between the rural and the town schools that makes this necessary? It was the opinion of the members of the committee that the vital difference was that the work of the teachers of the town schools was well supervised, while the rural teachers were left entirely alone with their work, with the exception of one or two visits each year from

the county superintendent. Some county superintendents had to look after the work of from 150 to 175 rural teachers, as well as the immense amount of office work. At the same time a town of 2,500 inhabitants would have a city superintendent, a principal for each building, and in the larger towns, in addition to this, a supervisor for drawing, one for domestic science, one for music, and one for manual training. In both houses of the last legislature there were a large number of members particularly interested in the welfare of the schools and anxious to do something to bring the rural schools up to the efficiency of the town and city schools. When the rural supervisory bill was prepared it was given a careful examination by a large number of the legislators before it was presented. Following their suggestions a number of changes were made and when the bill was finally introduced there was little or no opposition in either house. In my opinion the results are bearing out the prophecy which was made at that time that "rural supervision will increase the efficiency of the country schools one hundred per cent by making more effective the work of the teacher, by appealing to the pride of the residents of each district to better the conditions of the school, by arousing an interest in adult education through the parents' meetings, by encouraging the study of agriculture, and in a general way by bringing about a more direct administration of our school affairs."

HIGH SCHOOLS.

The number of high schools in this State is increasing each year. Twelve years ago there were only five four-year high schools in the State. This year there are 116 four-year high schools, and a large number of three-year, two-year and one-year high schools. These smaller high schools are gradually adding to their courses, making the number of four-year high schools larger every year. Under our laws a county may establish one central high school maintained by county tax, or it may establish a county high school fund and apportion the money to the various district high schools. The former plan suits the sparsely settled counties; the latter is better for the more thickly populated counties. Six counties have the central county high school. Eight counties have adopted a county high school fund law. We have also a union high school law, which permits a number of districts to unite for high school purposes, and in the county where the county high school fund law is in operation these union districts are proving very satisfactory. These two laws give the people in the rural districts the opportunity to have a high school within the reach of all the pupils.

That the people of Oregon believe in high schools is shown not only by the rapid increase in number, but also by the fact that more than seventy per cent of the boys and girls completing the eighth grade go on to high school. This is probably a larger percentage than any other state in the Union can show.

Nearly every district of the first-class in Oregon has a good, modern high school building. Pictures of a number of these buildings are shown in this report. Special attention has been paid to the lighting, heating, ventilating, and other sanitary conditions of the building.

All phases of industrial work are being taught in the Oregon high schools, and we are particularly fortunate in securing the consent of the State University to give credit for all such work. In other words our high schools give a well rounded and fairly complete education. For those who are able to go on to secure a higher education, the University does not insist upon an iron clad set of college requirements, but takes the pupils and gives them credit for all the work done in high school.

Teachers training courses are proving very popular. Many of our four-year high schools are employing a normal trained teacher to take charge of these high school students who expect to teach. The students are given a good course in the practical side of teaching, methods, use of school blanks, school laws of Oregon, history of education, and one good work on pedagogy. Upon the completion of this course, the students receive a one-year limited State certificate, without examination.

The best part of this course is that it gives the prospective teacher a desire to secure a thorough professional training. Those who expect to take up high school work, go to the State University, or some other college offering a course in education. Those who wish to do special work go to the Oregon Agricultural College, while those who expect to fit themselves for grammar grade teachers, principals, or superintendents go to the State Normal School. The new certificate law is doing much to raise the standard of teachers. Many trained teachers from other states are coming to Oregon, because the graduate of a standard normal school, or of a university, having a department of education, may receive without examination a certificate to teach in this State. This tends to make those in Oregon who wish to teach first prepare themselves by a good professional course.

On the whole the public schools of the State are progressing, modern sanitary buildings are being constructed in all of our cities and towns, industrial work is being taught in most of our

high schools and is rapidly being introduced into the grades. The State may be proud of its University and its Normal School and its Agricultural College. However, if our State is to continue to prosper and its resources are ever going to be developed fully, all must unite to make the rural schools a place where parents will feel satisfied to send their children. The rural population will not increase until the rural school does reach this position.

REPORT

The report is designed to embrace the following outline indicated in section 5 of the school laws:

1. The general condition of the public schools of the State.
2. Amount of school money apportioned among the several counties, and the sources whence such moneys are raised.
3. Amounts raised by county and district taxes, and the amounts paid for teachers' salaries, buildings, furniture, etc.
4. The series of text-books authorized by the school law.
5. Rules and regulations prescribed by the State Board of Education for the government of the public schools.
6. Number and grade of schools in each county.
7. Number of persons between the ages of four and twenty years; number attending public schools; number attending private schools; number not attending any school.
8. Statistics concerning chartered educational institutions and institutions under the patronage of the State.
9. General educational information.

STATISTICAL TABLE

Comparative statistics showing the educational progress of the State from 1873 to 1912, since the organization of the department.

	1873	1878	1883	1888	1893
Number of districts-----	642	904	1,131	1,518	1,915
Average number of days of school per year-----	90	93	86	101.8	107
Average salary of male teachers per month-----	47 54	45 25	45 15	46 20	51 11
Average salary of female teachers per month-----	43 70	34 30	33 47	36 97	41 74
Whole amount paid teachers per annum-----	154,944 00	194,571 00	259,370 82	424,936 50	731,869 48
Amount received from district tax-----	71,152 00	73,456 00	134,356 29	179,785 22	429,664 21
Amount received from county tax-----	80,437 00	125,704 00	177,181 47	322,243 55	576,147 58
Amount received from state fund-----	32,420 00	33,237 00	50,984 74	93,448 86	175,504 68
Total amount of school funds-----	184,010 00	258,785 00	538,798 51	801,638 95	1,449,614 86
Total value of school property-----	322,440 00	433,058 00	823,409 82	1,295,217 55	2,649,081 85

STATISTICAL TABLE—Continued.

Comparative statistics showing the educational progress of the State from 1873 to 1912, since the organization of the department.

	1898	1903	1908	1911	1912
Number of districts-----	2,014	2,143	2,222	2,265	2,350
Average number of days of school per year-----	111	116	127	141	143½
Average salary of male teachers per month-----	42 02	51 30	65 64	77 58	82 11
Average salary of female teachers per month-----	33 75	40 02	50 16	57 53	59 96
Whole amount paid teachers per annum-----	795,052 29	572,890 72	1,719,044 56	2,659,726 94	2,985,617 96
Amount received from district tax-----	224,615 48	756,362 99	1,262,551 38	3,225,643 09	3,604,396 15
Amount received from county tax-----	660,863 11	214,029 77	1,214,372 17	1,351,947 74	1,567,296 26
Amount received from state fund-----	133,562 04	3,157,926 60	248,488 09	337,122 19	354,365 73
Total amount of school funds-----	1,276,775 29	3,894,083 00	3,848,572 47	7,966,931 99	8,643,700 89
Total value of school property-----	3,374,235 35		7,041,146 00	10,884,334 20	12,389,307 52

STATISTICAL TABLE—Continued.

Comparative statistics showing the whole number of persons over four and under twenty years of age from 1873 to 1912.

County	1873	1878	1883	1888	1893	1898	1903	1908	1911	1912
Baker	534	995	1,591	1,765	2,309	3,527	5,345	5,211	5,437	5,546
Benton	2,044	2,328	2,910	2,184	3,733	2,481	2,670	2,754	3,232	3,546
Clackamas	2,389	3,346	4,095	4,926	7,240	7,742	7,777	8,798	10,073	10,889
Clatsop	398	844	1,115	1,945	2,586	3,870	4,267	4,122	4,472	4,516
Columbia	312	626	96	1,168	1,955	2,153	2,610	2,905	3,283	3,410
Ooos	786	1,789	2,019	2,602	3,420	3,829	4,070	5,085	5,678	5,879
Orook			718	1,304	1,063	1,304	1,397	2,080	2,424	3,018
Curry	160	426	502	619	668	714	735	626	701	701
Douglas	2,654	3,539	4,199	4,060	5,027	5,370	5,696	5,372	6,104	6,446
Gilliam				1,400	1,727	1,956	1,221	1,112	1,092	1,018
Grant	401	863	1,076	2,250	1,557	1,371	1,868	1,805	1,798	1,885
Harney					812	913	1,020	963	1,188	1,189
Hood River									2,059	2,123
Jackson	2,372	2,995	3,396	3,717	4,582	4,979	5,158	5,904	6,919	7,381
Josephine	393	708	874	1,247	1,941	2,461	2,773	3,038	3,164	3,140
Klamath				792	964	1,114	1,168	1,752	2,176	2,390
Lake			345	709	698	876	959	1,012	1,308	1,243
Lane	3,133	3,837	3,800	4,349	6,610	6,928	8,295	9,157	10,818	11,249
Lincoln					1,192	1,423	1,140	1,316	1,786	1,914
Linn	4,376	5,430	5,673	5,613	7,792	7,209	6,692	6,568	7,763	8,153
Malheur				788	893	1,179	1,745	2,170	2,545	2,680
Marion	4,497	5,567	5,933	6,755	9,181	9,924	9,873	10,638	12,204	13,129
Morrow				1,760	1,521	1,502	1,721	1,661	1,381	1,347
Multnomah	3,768	5,595	9,430	12,375	22,747	23,604	28,159	36,587	43,276	44,423
Polk	2,200	2,580	2,745	2,550	3,577	3,897	3,408	3,949	4,459	4,891
Sherman					840	1,161	1,303	1,059	1,000	956
Tillamook	258	309	453	743	1,430	1,695	1,737	1,593	1,841	2,021
Umatilla	1,492	2,457	4,536	4,465	5,163	5,678	6,393	6,231	6,245	6,784
Union	1,251	1,292	3,311	3,335	4,512	5,155	5,419	5,492	5,515	5,443
Wallowa				1,386	1,643	1,786	2,400	2,630	2,851	2,956
Wasco	1,121	1,915	2,993	3,407	3,086	4,089	5,006	5,309	3,736	3,890
Washington	1,942	2,670	3,011	3,828	5,816	6,131	5,812	6,588	7,112	7,614
Wheeler							980	888	861	897
Yamhill	2,189	2,847	3,075	3,475	4,800	4,789	4,880	5,634	6,290	6,698
Totals	38,670	53,462	69,076	86,574	120,645	130,750	143,777	160,042	180,798	189,425

NOTE.—Lake County was organized in 1874, Orook and Klamath in 1882, Gilliam and Morrow in 1885, Malheur and Wallowa in 1887, Harney and Sherman in 1889, Lincoln in 1893, Wheeler in 1899, and Hood River in 1908.

STATISTICAL TABLE—Continued.

Enrollment.

Comparative statistics showing the number of pupils enrolled from 1874 to 1912.

County	1874	1879	1884	1889	1894	1899	1904	1909	1911	1912
Baker	376	448	661	1,100	1,608	2,425	3,707	3,710	3,751	3,518
Benton	1,187	1,410	1,156	2,362	2,150	1,112	1,724	2,047	2,412	2,509
Clackamas	1,383	2,598	2,809	3,796	3,915	5,047	5,429	5,716	6,105	6,592
Clatsop	208	531	738	1,068	1,643	2,141	2,807	2,533	2,539	2,636
Columbia	94	397	510	1,776	1,337	1,608	1,874	2,062	2,219	2,249
Coos	344	850	1,247	1,835	2,309	2,590	2,873	3,873	4,104	4,231
Orook			707	646	693	730	867	2,478	1,664	1,658
Orook	94	175	203	285	370	427	455	392	447	479
Orry	1,611	1,940	2,337	2,892	3,599	4,036	3,977	3,961	4,104	4,428
Douglas				1,300	1,074	918	774	731	695	677
Gilliam		438	612	666	804	1,115	1,113	1,059	1,239	1,395
Grant	223				543	691	536	563	615	645
Harney								1,471	1,482	1,480
Hood River	1,294	1,803	1,975	2,571	3,453	3,423	3,413	4,696	5,161	5,239
Jackson	242	324	345	1,003	1,440	1,525	2,022	2,153	2,278	2,153
Josephine			190	437	624	758	728	1,245	1,551	1,625
Klamath		271	257	490	518	633	661	1,188	765	708
Lake		2,391	2,601	3,147	5,052	5,376	6,052	6,772	7,762	7,940
Lane	1,000				800	846	723	1,104	1,413	1,250
Lincoln					5,214	4,106	4,752	4,962	5,477	5,542
Linn	3,583	3,438	3,507	3,740		761	1,102	1,534	1,874	1,927
Malheur				529	511	619	5,804	6,942	7,551	8,292
Marion	1,346	3,138	4,645	3,994	5,800	6,198	5,804	6,942	7,551	8,292
Morrow				978	1,043	1,106	1,225	1,136	1,005	1,014
Mutnomah	2,134	3,978	6,040	7,654	12,337	13,641	18,543	26,625	31,292	33,488
Polk	947	1,393	1,699	1,781	2,658	2,768	2,449	2,825	2,975	3,178
Sherman					470	874	768	763	712	676
Tillamook	86	119	238	491	903	1,140	1,149	1,089	1,151	1,247
Umatilla	786	1,171	2,738	3,151	3,370	4,063	4,104	4,226	4,461	4,616
Union	860	897	2,013	2,288	3,281	3,574	3,838	3,768	3,866	3,902
Walla				947	1,069	1,289	1,750	1,788	1,960	2,131
Wasco	594	1,093	1,673	1,831	1,951	2,941	3,279	2,262	2,404	2,591
Washington	806	1,602	1,904	2,499	3,988	4,109	3,989	4,326	4,522	4,858
Wheeler							679	626	595	660
Yamhill	1,459	2,323	2,342	2,439	3,454	3,293	3,576	3,838	4,285	4,724
Totals	20,680	32,718	43,157	56,696	77,941	85,364	96,242	114,464	124,439	130,268

Average Daily Attendance
STATISTICAL TABLE—Continued.
Comparative statement showing average daily attendance from 1877 to 1912.

County	1877	1882	1887	1892	1897	1902	1907	1911	1912
Baker	263	660	752	1,178	1,490	2,446	2,481	2,613	2,629
Benton	1,000	1,480	1,097	1,598	1,224	1,199	1,257	2,651	2,248.8
Blackman	875	1,855	2,080	3,113	3,717	4,920	3,892	5,148.2	5,454.3
Clatsop	227	457	747	1,215	1,602	1,769	1,990	2,395.1	2,596
Columbia		286	518	885	1,140	1,148	1,312	1,725	1,763
Coos	510	776	1,193	1,616	1,753	1,856	2,475	3,695	4,154
Crook			376	713	625	502	681	1,152	1,681.6
Curry	172	180	205	281	364	390	298	395	345
Douglas	906	1,856	1,951	2,229	2,731	2,566	3,191	3,650	3,644
Gilliam			625	737	864	608	724	635.2	624.7
Grant	260	367	503	616	607	869	928	1,143.6	1,280.5
Harney				329	470	493	496	571.4	639
Hood River								1,233	1,240
Jackson	1,056	1,247	1,533	1,905	2,449	2,000	3,334	4,439.9	4,775
Josephine		383	649	828	1,031	1,229	1,447	1,719	1,791.6
Klamath			194	380	505	433	786	1,168	1,360
Lake	156	248	274	453	338	400	457	897	619
Lane		1,700	2,160	3,706	3,707	3,931	4,563	4,709	7,241
Lincoln					634	556	645	977.3	1,104.8
Linn	1,850	2,246	2,568	3,093	3,476	3,482	4,130	4,791	4,720
Malheur				296	594	748	1,105	1,541	1,654
Marion		2,308	3,375	3,887	4,798	3,967	4,507	6,423	6,209
Morrow			778	787	750	794	841	870	891
Multnomah	2,018	3,307	5,316	8,743	10,360	13,345	16,799	24,148.8	28,175.7
Polk	952	1,214	1,320	1,613	2,038	1,754	1,870	2,683	2,851.3
Sherman				428	476	620	568	526.4	548.8
Tillamook	71		318	687	863	851	747	993	1,035
Umatilla		2,346	1,673	2,155	2,718	2,614	2,737	3,638	4,214.2
Union	960	757	1,887	2,117	2,231	2,397	2,681	2,792	3,317
Walla			502	793	745	1,229	926	1,613	1,525
Wasco	712	994	1,514	1,214	1,779	2,131	2,650	1,967.7	2,378.7
Washington	1,307	1,228	1,562	3,906	2,968	2,640	2,799	3,623	4,425
Wheeler						500	516	586.2	610.9
Yamhill	1,103	1,432	1,725	2,153	2,595	2,359	2,928	3,350	4,328.1
Totals	14,389	27,347	37,406	52,724	72,345	66,779	76,951	99,867.2	112,057.0

See Note Page 3.

STATISTICAL TABLE--Continued.

CENSUS 1911-1912.

1. Number of persons between four and twenty years of age residing in the county at time of this report

County	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	81,891	88,507	180,798	96,485	92,940	189,425
Baker	2,797	2,640	5,437	2,828	2,718	5,546
Benton	1,614	1,618	3,232	1,788	1,738	3,526
Clackamas	3,187	4,886	10,073	3,580	5,300	10,889
Clatsop	2,272	2,200	4,472	2,258	2,248	4,516
Columbia	1,690	1,584	3,273	1,792	1,618	3,410
Coos	2,903	2,775	5,678	3,037	2,842	5,879
Creek	1,250	1,174	2,424	1,349	1,269	2,618
Curry	371	330	701	375	326	701
Douglas	2,977	3,127	6,104	3,164	3,282	6,446
Gilliam	596	596	1,092	525	513	1,038
Grant	898	900	1,798	939	946	1,885
Harney	674	614	1,288	633	556	1,189
Hood River	1,042	1,017	2,059	1,064	1,059	2,123
Jackson	3,542	3,377	6,919	3,761	3,620	7,381
Josephine	1,646	1,518	3,164	1,668	1,472	3,140
Klamath	1,106	1,071	2,176	1,217	1,173	2,390
Lake	625	673	1,298	642	601	1,243
Lane	5,600	6,418	12,018	5,755	5,494	11,249
Lincoln	923	863	1,786	1,049	865	1,914
Linn	3,888	3,880	7,768	4,161	3,962	8,123
Malheur	1,325	1,210	2,535	1,397	1,283	2,680
Marion	6,141	6,065	12,206	6,653	6,476	13,129
Morrow	757	624	1,381	691	655	1,347
Multnomah	21,562	21,714	43,276	22,043	22,380	44,423
Polk	2,340	2,119	4,459	2,585	2,306	4,891
Sherman	464	506	1,000	487	499	986
Tillamook	651	800	1,451	1,034	987	2,021
Umatilla	3,228	3,017	6,245	3,472	3,312	6,784
Union	2,870	2,645	5,515	2,744	2,699	5,443
Wallowa	1,685	1,266	2,951	1,650	1,306	2,956
Wasco	1,913	1,823	3,736	2,012	1,875	3,887
Washington	3,752	3,330	7,112	3,940	3,704	7,644
Wheeler	430	434	864	444	453	897
Yamhill	2,945	3,245	6,190	3,528	3,170	6,698

STATISTICAL TABLE—Continued.

CENSUS 1911-1912.

County	1. Primary enrollment					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	63,440	61,973	124,413	65,494	62,774	128,268
Baker	1,954	1,797	3,751	1,783	1,735	3,518
Benton	1,214	1,198	2,412	1,294	1,215	2,509
Clackamas	3,183	2,922	6,105	3,353	3,237	6,590
Clatsop	1,240	1,291	2,531	1,241	1,293	2,534
Columbia	1,172	1,029	2,201	1,133	1,066	2,199
Coos	2,106	1,998	4,104	2,171	2,050	4,221
Crook	325	320	645	326	320	646
Curry	225	222	447	232	225	457
Douglas	2,140	1,964	4,104	2,215	2,112	4,327
Gilliam	363	332	695	341	326	667
Grant	607	632	1,239	622	713	1,335
Harney	290	325	615	310	335	645
Hood River	743	734	1,477	739	751	1,490
Jackson	2,525	2,566	5,091	2,676	2,675	5,351
Josephine	1,187	1,091	2,278	1,113	1,042	2,155
Klamath	773	781	1,554	809	816	1,625
Lake	386	319	705	385	322	707
Lane	3,903	3,739	7,642	4,014	3,823	7,837
Lincoln	732	681	1,413	682	568	1,250
Linn	2,795	2,681	5,476	2,882	2,653	5,535
Malheur	991	883	1,874	924	823	1,747
Marion	3,827	3,724	7,551	4,234	4,056	8,290
Morrow	370	435	805	540	474	1,014
Multnomah	13,873	13,619	27,492	13,837	13,551	27,388
Polk	1,542	1,416	2,958	1,667	1,511	3,178
Sherman	353	354	707	313	324	637
Tillamook	610	541	1,151	665	582	1,247
Umatilla	2,454	2,167	4,621	2,334	2,022	4,356
Union	1,961	1,905	3,866	1,970	1,932	3,902
Wallowa	1,120	840	1,960	1,164	967	2,131
Wasco	1,217	1,157	2,374	1,350	1,231	2,581
Washington	2,250	2,202	4,452	2,301	2,257	4,558
Wheeler	394	301	695	312	242	554
Yamhill	2,154	2,131	4,285	2,400	2,291	4,691

STATISTICAL TABLE—*Continued*

ENROLLMENT 1911-1912

County	3. Secondary enrollment					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	4,504	4,426	8,930	4,763	4,489	9,252
Baker -----	125	111	236	115	121	236
Benton -----	74	65	139	98	113	211
Clackamas -----	248	263	511	256	228	484
Clatsop -----	82	76	158	62	74	136
Columbia -----	92	98	190	112	81	193
Coos -----	268	296	564	452	432	884
Crook -----	67	89	155	123	124	247
Curry -----	168	171	339	189	190	379
Douglas -----	22	18	40	26	18	44
Gilliam -----	119	136	255	109	128	237
Grant -----	55	60	115	30	35	65
Harney -----	69	67	136	63	51	114
Hood River -----	270	214	484	256	247	503
Jackson -----	253	251	504	258	258	516
Josephine -----	111	130	241	62	47	109
Klamath -----	49	50	99	20	26	46
Lake -----	313	297	610	387	315	702
Lane -----	83	62	145	92	117	209
Lincoln -----	80	69	149	226	164	390
Linn -----	49	46	95	70	85	155
Malheur -----	302	272	574	297	262	559
Marion -----	32	37	69	41	30	71
Morrow -----	452	512	964	185	162	347
Multnomah -----	134	138	272	147	149	296
Polk -----	43	36	79	33	35	68
Sherman -----	70	70	140	74	77	151
Tillamook -----	176	171	347	197	207	404
Umatilla -----	105	80	185	192	121	313
Union -----	120	85	205	79	100	179
Wallowa -----	119	124	243	127	98	225
Wasco -----	225	187	412	227	231	458
Washington -----	11	13	24	15	21	36
Wheeler -----	118	132	250	143	142	285
Yamhill -----						

STATISTICAL TABLE—*Continued*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (a) Over 4 and under 6					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	784	793	1,577	757	787	1,544
Baker -----	19	17	36	26	22	48
Benton -----	11	11	22	7	9	16
Clackamas -----	32	48	80	42	48	90
Clatsop -----	2	1	3	16	14	30
Columbia -----	7	16	23	16	14	30
Coos -----	27	16	43	40	62	102
Crook -----	16	20	36	19	20	39
Curry -----				4	6	10
Douglas -----	50	75	125	61	91	152
Gilliam -----	5	4	9	9	5	14
Grant -----	46	33	79	47	39	86
Harney -----	23	18	41	25	20	45
Hood River -----	5	6	11	6	7	13
Jackson -----	24	35	59	22	17	39
Josephine -----	13	13	26	18	11	29
Klamath -----	16	24	40	21	24	45
Lake -----	13	12	25	7	9	16
Lane -----	79	58	137	83	68	151
Lincoln -----	27	36	63	19	14	33
Linn -----	37	34	71	37	40	77
Malheur -----	9	10	19	14	13	27
Marion -----	39	26	65	36	38	74
Morrow -----	14	8	22	9	12	21
Multnomah -----	16	15	31	20	12	32
Polk -----	40	38	78	23	17	40
Sherman -----	9	3	12	12	10	22
Tillamook -----	20	21	41	12	13	25
Umatilla -----	45	32	77	22	26	48
Union -----	12	13	25	17	22	39
Wallowa -----						
Wasco -----	14	16	30	10	15	35
Washington -----	25	36	61	22	32	54
Wheeler -----	3	10	13	7	6	13
Yamhill -----	86	88	174	28	21	49

STATISTICAL TABLE—*Continued.*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (b) Over 6 and under 9.					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	18,078	16,878	34,956	19,151	17,874	37,025
Baker -----	512	454	966	422	355	777
Benton -----	304	310	614	325	283	608
Clackamas -----	887	882	1,769	917	905	1,822
Clatsop -----	389	369	758	437	363	800
Columbia -----	348	311	659	341	308	649
Coos -----	590	567	1,157	619	583	1,202
Crook -----	230	234	464	279	281	560
Curry -----	35	45	80	37	29	66
Douglas -----	658	461	1,119	697	480	1,177
Gilliam -----	99	89	188	83	88	171
Grant -----	181	202	383	183	216	399
Harney -----	91	95	186	99	97	196
Hood River -----	204	202	406	215	205	420
Jackson -----	718	713	1,431	729	705	1,434
Josephine -----	301	259	560	291	249	540
Klamath -----	198	215	413	222	248	470
Lake -----	105	101	206	106	94	200
Lane -----	1,032	922	1,954	1,145	1,054	2,199
Lincoln -----	185	167	352	168	122	290
Linn -----	730	696	1,426	753	694	1,447
Malheur -----	289	255	544	278	280	558
Marion -----	1,042	1,009	2,051	1,147	1,110	2,257
Morrow -----	136	146	282	133	142	275
Multnomah -----	5,139	4,665	9,804	5,638	5,253	10,891
Polk -----	398	353	751	395	387	782
Sherman -----	93	104	197	92	88	180
Tillamook -----	145	130	275	159	148	307
Umatilla -----	597	609	1,206	632	598	1,230
Union -----	531	514	1,045	570	550	1,120
Wallowa -----	312	225	537	412	238	650
Wasco -----	342	323	665	370	358	728
Washington -----	653	638	1,291	602	707	1,309
Wheeler -----	71	68	139	57	73	130
Yamhill -----	533	545	1,078	598	583	1,181

STATISTICAL TABLE—*Continued.*

ENROLLMENT 1911-1912.

County	4. Primary enrollment (c) Over 9 and under 12— <i>Continued.</i>					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	17,644	17,186	34,830	18,466	17,698	36,164
Baker	526	480	1,006	509	479	988
Benton	331	303	634	349	331	680
Clackamas	881	880	1,761	900	961	1,861
Clatsop	350	344	694	366	375	741
Columbia	340	286	626	344	243	587
Coos	588	537	1,125	619	549	1,168
Crook	238	230	468	152	138	290
Curry	58	40	98	73	62	135
Douglas	437	568	1,005	430	571	1,001
Gilliam	83	90	173	90	84	174
Grant	174	226	400	196	240	436
Harney	59	84	143	59	84	143
Hood River	208	187	395	213	176	389
Jackson	680	677	1,357	721	687	1,408
Josephine	329	285	614	302	261	563
Klamath	191	209	400	219	213	432
Lake	118	108	226	111	83	194
Lane	993	985	1,978	1,100	1,000	2,100
Lincoln	211	194	405	165	172	337
Linn	709	674	1,383	773	710	1,483
Malheur	270	237	507	277	274	551
Marion	1,023	1,003	2,026	1,150	1,130	2,280
Morrow	147	126	273	145	122	267
Multnomah	5,038	4,911	9,949	5,321	5,023	10,344
Polk	420	392	812	455	410	865
Sherman	86	83	169	75	79	154
Tillamook	153	142	295	161	162	323
Umatilla	598	580	1,178	630	683	1,313
Union	517	516	1,033	498	468	966
Wallowa	285	227	512	270	250	520
Wasco	332	317	649	377	315	692
Washington	653	597	1,250	682	655	1,337
Wheeler	47	73	120	118	81	199
Yamhill	571	595	1,166	616	627	1,243

STATISTICAL TABLE—*Continued*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (d) Over 12 and under 14— <i>Continued</i>					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	12,024	11,955	23,979	12,210	12,254	24,464
Baker	446	417	863	377	354	731
Benton	221	219	440	250	217	467
Clackamas	629	545	1,174	686	622	1,308
Clatsop	216	244	460	220	228	448
Columbia	214	192	406	207	206	413
Coos	357	377	734	375	356	731
Orook	151	184	335	180	195	375
Curry	72	63	135	75	64	139
Douglas	480	425	905	431	452	883
Gilliam	73	56	129	84	81	165
Grant	100	99	199	124	121	245
Harney	60	75	135	60	75	135
Hood River	134	142	276	114	139	253
Jackson	480	437	917	448	437	885
Josephine	234	200	434	202	189	391
Klamath	141	128	269	142	132	274
Lake	64	66	130	50	54	104
Lane	680	725	1,405	456	630	1,086
Lincoln	162	121	283	144	110	254
Linn	509	465	974	511	478	989
Malheur	159	168	327	153	172	325
Marion	720	676	1,396	743	680	1,423
Morrow	93	73	166	88	60	148
Mullnomah	3,020	3,490	6,510	3,271	3,666	6,937
Polk	277	259	536	325	278	603
Sherman	58	57	115	61	61	122
Tillamook	110	98	208	148	118	266
Umatilla	419	376	795	429	363	792
Union	334	342	676	357	352	709
Wallowa	280	192	472	225	207	432
Wasco	207	196	403	207	221	428
Washington	461	404	865	568	424	992
Wheeler	60	49	109	54	90	144
Yamhill	403	395	798	445	422	867

STATISTICAL TABLE—*Continued*

ENROLLMENT 1911-1912

County	4. Primary enrollment. (e) Over 14 and under 20— <i>Continued</i>					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals	14,910	14,166	29,076	15,897	15,176	31,073
Baker	451	429	880	449	525	974
Benton	347	355	702	363	375	738
Clackamas	754	567	1,321	810	701	1,511
Clatsop	292	332	624	302	315	617
Columbia	263	242	505	275	295	570
Coos	544	501	1,045	518	510	1,028
Crook	190	171	361	206	188	394
Curry	60	74	134	68	61	129
Douglas	515	435	950	697	518	1,215
Gilliam	103	93	169	75	78	153
Grant	106	72	178	132	97	229
Harney	57	53	110	60	66	126
Hood River	192	202	394	191	224	415
Jackson	693	704	1,397	756	717	1,473
Josephine	310	334	644	300	330	630
Klamath	227	205	432	205	199	404
Lake	86	92	178	102	92	194
Lane	1,119	1,069	2,188	1,230	1,174	2,404
Lincoln	147	163	310	186	150	336
Linn	811	812	1,623	816	730	1,546
Malheur	264	213	477	272	194	466
Marion	1,003	1,010	2,013	1,158	1,100	2,258
Morrow	180	132	312	165	138	303
Multnomah	2,459	2,538	4,997	2,587	2,697	5,284
Polk	414	384	798	469	421	890
Sherman	112	107	219	102	96	198
Tillamook	182	150	332	185	141	326
Umatilla	635	570	1,205	621	612	1,233
Union	567	520	1,087	528	540	1,068
Wallowa	243	196	439	257	272	529
Wasco	352	305	657	396	312	708
Washington	558	527	1,085	627	539	1,166
Wheeler	113	101	214	76	98	174
Yamhill	561	508	1,069	713	671	1,384

STATISTICAL TABLE—*Continued.*

ENROLLMENT 1911-1912

County	Primary enrollment— <i>Continued.</i> 5. Total (sum of items a, b, c, d and e)					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	63,440	60,978	124,418	66,480	63,788	130,268
Baker -----	1,954	1,791	3,751	1,783	1,735	3,518
Benton -----	1,214	1,198	2,412	1,294	1,215	2,509
Clackamas -----	3,183	2,922	6,105	3,355	3,237	6,592
Clatsop -----	1,249	1,290	2,539	1,341	1,295	2,636
Columbia -----	1,172	1,047	2,219	1,183	1,066	2,249
Coos -----	2,106	1,998	4,104	2,171	2,060	4,231
Crook -----	825	839	1,664	836	822	1,658
Curry -----	225	222	447	257	222	479
Douglas -----	2,140	1,964	4,104	2,316	2,112	4,428
Gilliam -----	363	332	695	341	336	677
Grant -----	607	632	1,239	682	713	1,395
Harney -----	290	325	615	303	342	645
Hood River -----	743	739	1,482	739	751	1,490
Jackson -----	2,595	2,566	5,161	2,676	2,563	5,239
Josephine -----	1,187	1,091	2,278	1,113	1,040	2,153
Klamath -----	773	781	1,554	809	816	1,625
Lake -----	386	379	765	376	332	708
Lane -----	3,903	3,759	7,662	4,014	3,926	7,940
Lincoln -----	732	681	1,413	682	568	1,250
Linn -----	2,796	2,681	5,477	2,889	2,653	5,542
Malheur -----	991	883	1,874	994	933	1,927
Marion -----	3,827	3,724	7,551	4,234	4,058	8,292
Morrow -----	570	485	1,055	540	474	1,014
Multnomah -----	15,672	15,619	31,291	16,837	16,651	33,488
Polk -----	1,549	1,426	2,975	1,667	1,511	3,178
Sherman -----	358	354	712	342	334	676
Tillamook -----	610	541	1,151	665	582	1,247
Umatilla -----	2,294	2,167	4,461	2,334	2,282	4,616
Union -----	1,961	1,905	3,866	1,970	1,932	3,902
Wallowa -----	1,120	840	1,960	1,164	967	2,131
Wasco -----	1,247	1,157	2,404	1,360	1,231	2,591
Washington -----	2,350	2,202	4,552	2,501	2,357	4,858
Wheeler -----	294	301	595	312	348	660
Yamhill -----	2,154	2,131	4,285	2,400	2,324	4,724

STATISTICAL TABLE—*Continued.*

TEACHERS 1911-1912

County	6. Number of teachers employed during year.					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	956	4,013	4,969	999	4,190	5,189
Baker -----	21	117	138	25	103	128
Benton -----	24	89	113	31	84	115
Clackamas -----	46	187	233	46	180	226
Clatsop -----	13	79	92	12	87	99
Columbia -----	18	74	92	17	79	96
Coos -----	25	100	125	32	104	136
Crook -----	27	89	116	24	73	97
Curry -----	71	26	37	13	20	33
Douglas -----	59	149	208	38	164	202
Gilliam -----	11	37	48	9	39	48
Grant -----	13	44	57	14	46	60
Harney -----	7	36	43	7	41	48
Hood River -----	9	51	60	12	51	63
Jackson -----	34	177	211	41	190	231
Josephine -----	16	88	104	17	93	110
Klamath -----	21	51	72	20	66	86
Lake -----	11	41	52	12	32	44
Lane -----	73	295	368	87	309	396
Lincoln -----	23	65	88	20	57	77
Linn -----	67	177	244	76	171	247
Malheur -----	15	59	74	15	71	86
Marion -----	46	226	272	47	228	275
Morrow -----	19	57	76	11	64	75
Multnomah -----	108	769	877	109	850	959
Polk -----	25	112	137	32	123	155
Sherman -----	7	43	50	10	36	46
Tillamook -----	14	55	69	15	64	79
Umatilla -----	44	165	209	47	178	225
Union -----	30	98	128	32	96	128
Wallowa -----	25	66	91	24	77	101
Wasco -----	11	96	107	15	95	110
Washington -----	30	130	160	39	140	179
Wheeler -----	13	25	38	6	28	34
Yamhill -----	40	140	180	44	151	195

STATISTICAL TABLE—*Continued*

PUPILS 1911-1912

County	18. Number of eighth grade diplomas issued during year					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	1,923	2,561	4,484	2,470	2,851	5,321
Baker -----	42	51	93	35	56	91
Benton -----	40	65	105	58	50	108
Clackamas -----	81	147	228	98	147	245
Clatsop -----	14	25	39	21	36	57
Columbia -----	39	51	90	41	42	83
Coos -----	51	75	126	53	55	108
Crook -----				18	22	40
Curry -----	4	6	10	6	7	13
Douglas -----	45	87	132	69	95	164
Gilliam -----	9	13	22	10	26	36
Grant -----	10	19	29	24	31	55
Harney -----	8	13	21	11	8	19
Hood River -----	31	45	76	36	43	79
Jackson -----	74	99	173	140	120	260
Josephine -----	16	47	63	50	62	112
Klamath -----	32	22	54	27	22	49
Lake -----	12	15	27	12	21	33
Lane -----	195	189	384	174	227	401
Lincoln -----	16	26	42	21	30	51
Linn -----	78	184	262	139	134	273
Malheur -----	21	17	38	33	21	54
Marion -----	65	143	208	79	112	191
Morrow -----	15	14	29	22	22	44
Multnomah -----	584	688	1,272	719	791	1,510
Polk -----	86	90	176	65	85	150
Sherman -----	11	9	20	18	27	45
Tillamook -----				28	22	50
Umatilla -----	50	64	114	70	75	145
Union -----	83	100	183	66	82	148
Wallowa -----	22	37	59	34	51	85
Wasco -----	19	21	40	19	27	46
Washington -----	93	108	201	120	139	259
Wheeler -----	7	16	23	9	11	20
Yamhill -----	70	75	145	141	156	297

STATISTICAL TABLE—*Continued*

MISCELLANEOUS 1911-1912

County	19. Average number of days taught during year		20. Average daily attendance		21. Per cent of attendance	
	1911	1912	1911	1912	1911	1912
Total average	141	143½	99867.2	112057	93.4	91.4
Baker	143	148	2613	2629	93	91.5
Benton	139.2	135.2	2051	2248.8	93.9	94.7
Clackamas	149.3	160	5148.2	5454.3	92.5	94.5
Clatsop	152	148	2395.1	2596	96	97
Columbia	147	164	1725	1763	92.7	93.4
Coos	127.5	130	3695	4154	94	95
Crook	170	124.7	1152	1681.6	90	87.8
Curry	120	120	395	345	95	
Douglas	132	125	3650	3644	97	95
Gilliam	131	131	635.2	624.7	94.8	95.6
Grant	145	140	1143.6	1280.5	94.8	94.7
Harney	140	140	571.4	639	91.8	90
Hood River	150	163	1233	1240	94.2	98.4
Jackson	141.9	140.4	4439.9	4775	93.7	95
Josephine	144.5	143.6	1719	1791.6	92.8	94.5
Klamath	143	143	1168	1360	94.2	95
Lake	142	143	897	619	94	92
Lane	134	127	4709	7241	92	94.5
Lincoln	118.5	119.7	977.3	1104.8	92.5	93.1
Linn	137	140	4791	4702	93	93.7
Malheur	132	130	1541	1654	94.5	93
Marion	143	144	6423	6209	93	94.4
Morrow	130	133	870	891	93.2	94.5
Multnomah	188	174.9	24148.8	28175.7	95.3	95.9
Polk	137	144.1	2683.4	2851.3	93.1	95.9
Sherman	149.1	155.8	526.4	548.8	92.7	95
Tillamook	141	148.8	993	1035	92.6	95.8
Umatilla	152	141	3638	4214.2	94.7	95.2
Union	143	144	2792	3317	93	93.7
Wallowa	128	130	1613	1525	92	92
Wasco	140.9	136.8	1969.7	2378.7	93.2	94.7
Washington	147	145	3623	4425	91	92
Wheeler	130	133	586.3	610.9	95.7	95.6
Yamhill	136	139	3350.9	4328.1	90	95.3

STATISTICAL TABLE—*Continued.*

MISCELLANEOUS, 1911-1912.

County	22. Whole number of original districts		23. Number of school districts reporting	
	1911	1912	1911	1912
Totals -----	2,265	2,350	2,237	2,293
Baker -----	66	68	66	68
Benton -----	56	56	52	52
Clackamas -----	122	128	121	127
Clatsop -----	33	37	33	37
Columbia -----	53	53	52	52
Coos -----	83	84	83	84
Crook -----	73	86	72	86
Curry -----	27	28	27	27
Douglas -----	135	133	135	129
Gilliam -----	35	40	34	40
Grant -----	47	47	47	46
Harney -----	40	45	40	40
Hood River -----	16	16	16	16
Jackson -----	95	98	95	98
Josephine -----	50	52	50	51
Klamath -----	39	39	36	38
Lake -----	27	20	25	19
Lane -----	183	179	174	173
Lincoln -----	62	66	61	65
Linn -----	126	126	124	124
Malheur -----	44	50	42	49
Marion -----	120	120	119	120
Morrow -----	45	47	45	47
Multnomah -----	55	55	55	54
Polk -----	69	70	69	70
Sherman -----	30	30	30	30
Tillamook -----	47	57	46	50
Umatilla -----	95	97	89	92
Union -----	59	60	59	60
Wallowa -----	73	77	62	64
Wasco -----	62	65	62	65
Waseington -----	102	106	102	106
Wheeler -----	28	26	25	25
Yamhill -----	89	98	98	89

STATISTICAL TABLE—*Continued.*

MISCELLANEOUS, 1911-1912

County	24. Number of school houses in the county.		25. Number of school houses built during the year		26. Number school rooms in operation during the past school year.	
	1911	1912	1911	1912	1911	1912
Totals	2,431	2,479	116	152	4,445	4,690
Baker	71	72	1	2	122	126
Benton	58	59	1	8	91	99
Clackamas	125	131	4	4	207	224
Clatsop	42	43	5	3	90	93
Columbia	57	55	1	6	85	81
Coos	86	86	2	1	136	156
Crook	72	76	6	6	97	111
Curry	27	27	0	2	29	29
Douglas	139	138	5	7	180	192
Gilliam	35	38	1	3	47	48
Grant	47	47	1	2	62	62
Harney	39	41	0	2	46	48
Hood River	21	21	1	1	55	58
Jackson	103	101	10	4	193	227
Josephine	55	56	2	6	84	82
Klamath	37	48	7	6	64	79
Lake	34	26	3	1	41	36
Lane	182	185	9	11	310	290
Lincoln	67	72	7	5	75	76
Linn	133	133	7	3	216	226
Malheur	43	45	0	8	68	77
Marion	127	140	6	10	236	212
Morrow	47	47	0	2	64	64
Multnomah	108	111	5	5	791	859
Polk	76	76	9	9	120	134
Sherman	30	30	1	1	40	40
Tillamook	48	52	1	4	60	72
Umatilla	104	107	4	7	180	195
Union	63	66	1	3	128	128
Wallowa	65	68	2	3	84	91
Wasco	67	69	1	4	96	104
Washington	101	101	1	7	150	167
Wheeler	27	27	1	0	33	33
Yamhill	95	85	6	6	165	171

STATISTICAL TABLE—*Continued.*

MISCELLANEOUS, 1911-1912.

County	27. Number of legal voters for school purposes in county at time of making this report.		28. Number of schools visited during the year by the county superintendent.	
	1911	1912	1911	1912
Totals	116,613	122,309	2,571	2,198
Baker	3,115	3,278	66	65
Benton	1,585	1,085	79	92
Clackamas	5,681	6,370	180	38
Clatsop	2,360	2,502	30	30
Columbia	1,500	1,600	60	71
Coos	3,425	3,485	84	62
Crook	2,000	2,350	85	60
Curry	493	539	20	18
Douglas	2,729	3,648	61	87
Gilliam	716	694	4	15
Grant	1,766	1,916	46	46
Harney	850	900	33	37
Hood River	1,142	1,125	16	25
Jackson	5,294	5,319	75	75
Josephine	2,540	2,760	92	51
Klamath			34	37
Lake	1,750	700	30	14
Lane	8,039	8,509	142	30
Lincoln	1,144	1,297	72	155
Linn	4,760	4,858	118	38
Malheur	1,927	2,105	57	67
Marion	3,054	7,424	105	21
Morrow	1,000	1,059	61	62
Multnomah	29,261	31,745	153	110
Polk	2,991	3,074	120	139
Sherman	644	726	92	30
Tillamook	1,314	1,477	44	49
Umatilla	3,930	4,390	181	300
Union	7,632	3,051	128	128
Wallowa	1,837	1,724	60	60
Wasco	2,329	2,434	61	38
Washington	4,216	4,789	103	101
Wheeler	600	600	20	25
Yamhill	4,980	4,785	89	82

STATISTICAL TABLE—*Continued.*

MISCELLANEOUS, 1911-1912.

County	29. Average number of hours devoted to each visit.		30. Number of miles traveled in performance of official duties during the year.	
	1911	1912	1911	1912
Totals	2:10	2:01	61,891	65,210
Baker	2½	2	2,500	3,500
Benton	1½	1½	1,600	1,483
Clackamas	1	½	1,000	300
Clatsop	1¼	1½	1,800	1,700
Columbia	3	3	1,200	2,104
Coos	2	2	1,300	1,350
Crook	3	3	2,000	2,000
Curry	3	3	580	500
Douglas	1½	3	1,600	2,000
Gilliam	3	3	250	410
Grant	6	6	1,841	2,319
Harney	2	2	2,500	6,250
Hood River	1	1	25	150
Jackson	2	2	2,000	1,100
Josephine	2¼	2	1,920	1,964
Klamath	3	3	1,100	800
Lake	3	3½	3,000	2,170
Lane	1	1	2,400	250
Lincoln	2	2	1,696	2,039
Linn	2	3	2,500	2,500
Malheur	1½	1½	534	468
Marion	1½	2	1,200	1,696
Morrow	3	2¾	2,476	2,025
Multnomah	¾	½	2,185	1,420
Polk	2	2	3,784	5,501
Sherman	1	1½	1,000	1,200
Tillamook	2	2	400	738
Umatilla	1	1	3,500	4,000
Union	2	2½	2,200	2,500
Wallowa	2½	2	5,000	4,500
Wasco	2⅓	2½	1,600	1,528
Washington	2	2	2,500	3,000
Wheeler	2	2	700	800
Yamhill	3	3	2,000	948

STATISTICAL TABLE—*Continued*

MISCELLANEOUS, 1911-1912

County	31. Number of county teachers' institutes held during the year.		32. Number of local institutes held in county during the year.	
	1911	1912	1911	1912
Totals -----	34	38	111	218
Baker -----	1	1	2	4
Benton -----	1	1	5	3
Clackamas -----	1	1	4	21
Clatsop -----	1	1	2	2
Columbia -----	1	1	3	4
Coos -----	1	1	2	3
Crook -----	1	1	2	2
Curry -----	1	1	3	3
Douglas -----	1	1		1
Gilliam -----	1	1	2	3
Grant -----	1	1		3
Harney -----	1	1	3	3
Hood River -----	1	1		55
Jackson -----	1	1	3	3
Josephine -----	1	1		3
Klamath -----	1	1	3	3
Lake -----	1	1	4	1
Lane -----	1	1	3	4
Lincoln -----	1	1	3	4
Linn -----	1	1	5	6
Malheur -----	1	1	7	4
Marion -----	1	1		6
Morrow -----	1	1	5	3
Multnomah -----	1	1	4	3
Polk -----	1	5	18	13
Sherman -----	1	1	3	3
Tillamook -----	1	1	3	8
Umatilla -----	1	1	5	16
Union -----	1	1	3	5
Wallowa -----	1	1	3	3
Wasco -----	1	1	3	4
Washington -----	1	1	6	20
Wheeler -----	1	1	3	4
Yamhill -----	1	1		

STATISTICAL TABLE—Continued

LIBRARIES, 1911-1912

County	33. Total number of library books on hand.		34. Total number of li- brary books purchased during the year.	
	1911	1912	1911	1912
Totals -----	221,804	258,148	33,703	51,975
Baker -----	5,390	6,440	948	1,050
Benton -----	6,059	7,416	1,353	1,195
Clackamas -----	13,305	-----	600	1,849
Clatsop -----	6,853	7,854	965	838
Columbia -----	6,300	7,441	566	575
Coos -----	6,380	6,380	772	875
Crook -----	2,868	3,780	785	912
Curry -----	632	776	136	144
Douglas -----	12,502	13,985	1,204	1,483
Gilliam -----	1,990	2,208	238	227
Grant -----	3,786	3,786	672	702
Harney -----	1,570	1,770	202	200
Hood River -----	-----	7,443	-----	650
Jackson -----	10,051	11,777	1,492	1,626
Josephine -----	4,707	5,435	720	728
Klamath -----	6,000	6,750	800	750
Lake -----	4,000	830	-----	160
Lane -----	10,347	10,648	1,890	1,067
Lincoln -----	2,212	2,571	376	359
Linn -----	14,660	16,337	1,834	1,326
Malheur -----	4,511	5,902	1,071	1,391
Marion -----	19,222	18,222	1,589	2,689
Morrow -----	3,420	3,722	326	379
Multnomah -----	12,213	34,406	7,133	21,807
Polk -----	7,505	8,230	833	817
Sherman -----	3,350	3,631	245	240
Tillamook -----	4,645	5,013	413	469
Umatilla -----	9,156	10,382	1,030	1,736
Union -----	7,632	8,205	858	789
Wallowa -----	2,571	3,151	426	580
Wasco -----	8,843	9,997	1,280	1,776
Washington -----	9,834	11,318	1,370	1,400
Wheeler -----	3,600	3,500	476	364
Yamhill -----	6,790	8,842	900	822

STATISTICAL TABLE—*Continued.*

PRIVATE SCHOOLS, 1911-1912.

County	35. Number of teachers employed					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	121	261	382	267	190	466
Baker -----	3	9	12	3	9	12
Benton -----	3	9	12	6	13	19
Clackamas -----		5	5		4	4
Clatsop -----						
Columbia -----						
Coos -----	2	3	5	1	2	3
Crook -----		1	1			
Curry -----		4	5		3	3
Douglas -----	1	3	3		3	3
Gilliam -----						
Grant -----						
Harney -----						
Hood River -----						
Jackson -----				1		1
Josephine -----						
Klamath -----						
Lake -----						
Lane -----	2	3	5	2	5	7
Lincoln -----		10	16	7	11	18
Linn -----	6					
Malheur -----		2	2		2	2
Marion -----	30	28	58	28	35	63
Morrow -----						
Multnomah -----	57	151	208	111	138	249
Polk -----	6	2	8	5	2	7
Sherman -----						
Tillamook -----	1		1		3	3
Umatilla -----	5	16	21	8	16	24
Union -----		5	5		5	5
Wallowa -----						
Wasco -----		6	6		7	7
Washington -----				1		1
Wheeler -----					1	1
Yamhill -----	5	4	9	14	20	34

STATISTICAL TABLE—*Continued.*

PRIVATE SCHOOLS, 1911-1912.

County	36. Number of pupils enrolled.					
	1911			1912		
	Male	Female	Total	Male	Female	Total
Totals -----	2,882	1,905	4,787	3,771	4,638	8,409
Baker -----	119	182	301	105	180	285
Benton -----						
Clackamas -----	150	200	350	258	335	593
Clatsop -----	24	63	87	55	64	119
Columbia -----						
Coos -----	23	28	51	20	23	43
Crook -----	1	1	2			
Curry -----						
Douglas -----	20	30	50	25	40	65
Gilliam -----	22	26	48	24	30	54
Grant -----						
Harney -----						
Hood River -----						
Jackson -----						
Josephine -----				3	2	5
Klamath -----						
Lake -----						
Lane -----	44	44	88	70	70	140
Lincoln -----						
Linn -----	107	156	263	110	162	272
Malheur -----	8	4	12	6	9	15
Marion -----	454	445	899	388	448	836
Morrow -----						
Multnomah -----	1,501	2,007	3,508	2,072	2,213	4,585
Polk -----	64	60	124	22	27	49
Sherman -----						
Tillamook -----	30	51	81	47		47
Umatilla -----	153	174	327	147	217	364
Union -----	37	74	111	32	83	115
Wallowa -----						
Wasco -----	60	99	150	35	115	150
Washington -----				14	18	32
Wheeler -----				3	6	9
Yamhill -----	65	70	135	335	296	631

STATISTICAL TABLE—*Continued*

PRIVATE SCHOOLS, 1911-1912

County	37. Number of private schools.		38. Average number of months private school taught during year.	
	1911	1912	1911	1912
Totals	78	81	8	8.4
Baker	2	2	11½	9
Benton				
Clackamas	4	5	9	8
Clatsop	1	1	10	10
Columbia				
Coos	2	1	7	7
Crook	1		6	
Curry				
Douglas	2	2	8	8
Gilliam	1	1	9	9
Grant				
Harney				
Hood River				
Jackson				
Josephine		1		6
Klamath				
Lake				
Lane	2	2	18½	17
Lincoln				
Linn	3	2	9	9
Malheur	2	2	8	8
Marion	11	13	5	9
Morrow				
Multnomah	34	31	9	9½
Polk	2	2	9	9
Sherman				
Tillamook	1	1	9	1
Umatilla	5	6	7	9
Union	1	1	9	10
Wallowa				
Wasco	1	1	10	10
Washington		1		6
Wheeler		1		3½
Yamhill	3	5	9	9

FINANCIAL EXHIBIT

CASH ON HAND, 1911-1912

County	39. Cash on hand at time of making last annual report.	
	1911	1912
Totals.....	\$ 1,315,927 83	\$ 2,130,835 42
Baker.....	\$ 31,226 95	\$ 43,529 10
Benton.....	19,564 94	13,934 64
Clackamas.....	27,294 74	51,023 86
Clatsop.....	51,395 00	50,594 15
Columbia.....	24,514 73	27,009 42
Coos.....	28,887 75	29,330 30
Crook.....	11,042 17	13,528 25
Curry.....	3,143 87	1,775 31
Douglas.....	20,750 88	18,342 05
Gilliam.....	3,409 59	6,315 43
Grant.....	575 78	500 38
Harney.....	10,792 93	8,546 18
Hood River.....	23,373 39	39,976 28
Jackson.....	51,156 91	77,887 62
Josephine.....	5,559 94	9,286 14
Klamath.....	28,483 38	7,187 81
Lake.....	4,227 72	4,089 00
Lane.....	35,002 38	50,581 21
Lincoln.....	12,155 66	14,172 01
Linn.....	24,832 51	19,243 86
Malheur.....	1,187 65	50,723 16
Marion.....	22,596 88	50,281 18
Morrow.....	11,167 62	17,882 87
Multnomah.....	565,358 16	1,229,399 56
Polk.....	32,853 51	14,312 17
Sherman.....	19,134 04	22,448 85
Tillamook.....	16,221 31	23,552 60
Umatilla.....	66,170 81	77,476 51
Union.....	33,924 03	60,322 50
Wallowa.....	17,364 17	19,146 19
Wasco.....	47,024 90	35,894 28
Washington.....	17,219 11	21,876 18
Wheeler.....	7,634 53	2,835 02
Yamhill.....	40,679 89	16,331 35

FINANCIAL REPORT—*Continued*

RECEIPTS, 1911-1911

County	40. Received from county treasurer from district tax.		41. Received from county treasurer from county school fund.	
	1911	1912	1911	1912
Totals	\$ 3,225,643 09	\$ 3,604,396 15	\$ 1,351,944 74	\$ 1,567,296 26
Baker	\$ 74,504 41	\$ 70,000 50	\$ 36,451 60	\$ 43,094 50
Benton	26,848 92	38,420 30	26,274 85	27,641 71
Clackamas	78,943 57	97,032 09	70,817 56	79,359 95
Clatsop	57,675 09	71,562 40	32,213 59	33,182 99
Columbia	46,270 19	48,583 28	23,803 93	27,071 48
Coos	65,439 03	68,768 44	40,059 00	46,570 60
Orook	27,116 69	41,804 39	24,010 77	26,597 53
Curry	3,392 43	3,191 94	5,382 72	7,204 00
Douglas	80,530 85	76,799 98	39,763 16	55,370 44
Gilliam	15,354 02	13,825 58	9,989 82	9,338 69
Grant	27,710 15	27,715 06	14,966 50	15,761 46
Harney	10,888 60	15,237 71	11,407 24	11,465 00
Hood River	46,689 96	47,955 55	13,290 53	15,440 38
Jackson	117,046 36	139,845 82	49,875 52	50,306 33
Josephine	47,215 68	42,946 23	21,174 29	22,191 00
Klamath	32,543 24	43,715 94	26,723 72	31,777 10
Lake	1,023 87	9,025 96	17,612 40	19,263 93
Lane	102,561 28	122,322 09	71,978 49	85,241 36
Lincoln	19,618 48	26,658 42	14,451 02	19,736 95
Linn	50,719 11	71,055 77	51,900 96	61,984 27
Malheur	36,746 83	43,993 58	16,968 55	22,274 30
Marion	94,933 73	147,909 96	83,882 96	99,178 53
Morrow	33,433 77	27,039 78	11,541 81	12,954 38
Multnomah	1,623,253 04	1,779,216 32	338,956 50	426,834 55
Polk	38,252 48	45,293 16	35,503 61	46,514 48
Sherman	24,219 34	25,255 34	7,728 61	5,024 34
Tillamook	39,005 26	41,025 06	12,210 00	12,686 00
Umatilla	114,152 53	127,634 91	58,608 96	59,056 50
Union	73,918 30	83,418 41	37,696 70	41,262 70
Wallowa	37,861 33	33,912 49	21,605 54	18,005 88
Wasco	50,218 76	50,875 12	25,230 64	30,711 80
Washington	40,092 45	50,875 85	49,190 36	50,329 09
Wheeler	7,031 31	7,147 46	7,382 83	7,967 10
Yamhill	80,432 03	64,281 26	43,290 00	45,896 94

FINANCIAL REPORT—*Continued*

RECEIPTS, 1911-1912

County	42. Received from county treasurer from State school fund		43. Received from rate bills and tuition	
	1911	1912	1911	1912
Totals -----	\$ 337,122 19	\$ 354,365 75	\$ 32,658 11	\$ 35,191 80
Baker -----	\$ 10,039 68	\$ 10,439 04	\$ 122 95	\$ 5 25
Benton -----	6,260 90	6,312 93	479 53	180 80
Clackamas -----	18,255 36	18,595 20	1,066 50	2,085 18
Clatsop -----	8,528 04	8,622 97	2,089 00	248 75
Columbia -----	7,015 26	6,687 32	150 17	181 07
Coos -----	10,154 65	11,356 00	596 75	325 25
Crook -----	6,117 96	6,106 10	32 09	3 00
Curry -----	1,916 92	1,995 92	363 10	18 00
Douglas -----	10,648 45	11,756 49	373 00	269 00
Gilliam -----	2,079 30	2,096 64	121 16	90 00
Grant -----	5,116 90	3,442 16	291 80	369 10
Harney -----	2,011 06	2,280 50	-----	12 00
Hood River -----	3,895 68	4,071 91	801 50	15,903 52
Jackson -----	12,313 90	13,209 60	514 95	270 00
Josephine -----	5,836 80	6,074 88	198 00	326 02
Klamath -----	3,690 24	3,538 10	272 12	1,168 43
Lake -----	3,979 40	2,511 36	-----	-----
Lane -----	20,093 37	21,666 69	2,923 58	312 66
Lincoln -----	3,750 00	3,956 00	21 00	18 75
Linn -----	14,244 48	14,904 96	9,192 19	4,501 84
Malheur -----	4,588 80	4,886 40	23 25	-----
Marion -----	22,979 59	23,798 09	2,753 22	3,284 20
Morrow -----	2,934 40	2,969 68	594 39	173 00
Multnomah -----	76,081 92	83,089 92	2,153 90	2,143 70
Polk -----	7,992 54	8,592 89	329 00	166 00
Sherman -----	2,037 12	1,920 00	21 50	-----
Tillamook -----	3,382 00	3,708 00	333 18	318 69
Umatilla -----	11,848 01	11,865 50	317 80	407 12
Union -----	10,131 84	10,588 80	203 08	150 25
Wallowa -----	5,381 76	6,741 13	35 50	125 41
Wasco -----	6,729 60	7,173 12	286 20	421 90
Washington -----	13,478 40	13,655 03	622 95	1,058 71
Wheeler -----	1,656 96	2,172 95	51 00	4 42
Yamhill -----	11,951 00	13,579 46	5,323 75	649 78

FINANCIAL EXHIBIT—Continued.

RECEIPTS 1911-1912.

County	44. Receipts from sale of bonds and warrants		45. Received from county treasurer from library fund	
	1911	1912	1911	1912
Totals -----	\$ 1,289,661 63	\$ 659,505 74	\$ 8,546 98	\$ 11,469 45
Baker -----	\$ 2,000 00	\$ 5,540 00	\$ 519 73	\$ 511 76
Benton -----	394 76	18,775 25	757 36	551 75
Clackamas -----	52,475 72	13,796 05	1,007 30	1,007 30
Clatsop -----	83,567 50	2,620 00	6 74	3 90
Columbia -----	2,200 00	27,876 40	95 42	76 66
Coos -----	6,521 65	10,751 38	547 41	587 90
Crook -----	3,400 00	35,689 06	338 17	446 35
Curry -----			60 70	68 92
Douglas -----	18,737 57	42,969 83	542 62	612 75
Gilliam -----			111 67	114 28
Grant -----	1,233 78	3,272 50	440 77	396 18
Harney -----		500 00	106 59	105 20
Hood River -----	22,042 39	4,200 00	626 43	
Jackson -----	86,821 14	86,568 68	633 77	684 46
Josephine -----	46,761 76	16,995 27	304 00	316 40
Klamath -----	7,050 00	21,356 62	317 96	348 19
Lake -----	7,055 91	249 07		128 03
Lane -----	42,435 40	21,031 73	101 62	1,124 70
Lincoln -----	10,823 00	2,307 10		199 50
Linn -----	19,206 99	40,930 77	119 98	2,056 77
Malheur -----	61,037 12	35 959 45	609 09	857 83
Marion -----	121,696 18	17,159 28	80 95	19 46
Morrow -----	1,900 00	900 00		
Multnomah -----	351,600 00			
Polk -----	12,002 37	33,271 04	446 70	487 40
Sherman -----	3,400 00	1,400 00	3 63	50
Tillamook -----	1,053 00	35,753 30	95 94	92 12
Umatilla -----	21,000 00	116,177 08		
Union -----	143,265 41	1,360 75		
Wallowa -----	25,100 00	292 68	43 42	1 50
Wasco -----	2,800 00	5,354 76		
Washington -----	13,197 57	27,082 27		11 52
Wheeler -----	2,000 00			
Yamhill -----	56,882 41	29,365 42	629 00	658 12

FINANCIAL EXHIBIT—*Continued.*

RECEIPTS 1911-1912.

County	46. Received for library from other sources		47. Received from insurance on account of losses	
	1911	1912	1911	1912
Totals	\$ 1,152 40	\$ 8,370 84	\$ 7,309 05	\$ 22,219 77
Baker	\$	\$ 9 53	\$ 15 50	\$
Benton	19	16 64		416 10
Clackamas	161 25	67 21		
Clatsop	241 44		496 20	
Columbia	15 54	256 14	2 10	
Coos	8 08	2 20		6 00
Crook	74 21	100 15		
Curry				
Douglas	49 75	161 29	225 00	
Gilliam				
Grant	9 60			
Harney				
Hood River				
Jackson	26 85	37 60		9,784 94
Josephine	53 57	23 00		
Klamath		133 04		168 84
Lake				
Lane	3 35	75 15	801 50	84 20
Lincoln	1 90	3 05		
Linn	66 85	7,200 81	432 00	44 10
Malheur	17 13	8 62		
Marion	39 01	3 45		
Morrow				
Multnomah			5,263 10	273 95
Polk	46 00	12 52	73 65	7 00
Sherman				
Tillamook	7 44			
Umatilla		19 40		1,000 00
Union				498 10
Wallowa	16			
Wasco	1 53	82		
Washington	93 55	25 24		4 25
Wheeler				
Yamhill	235 00	215 21		9,932 29

FINANCIAL EXHIBIT—*Continued.*

RECEIPTS, 1911-1912.

County	48. Received from all other sources		49. Total sum of items 38, 39, 40, 41, 42, 43, 44, 45, 46 and 47	
	1911	1912	1911	1911
Totals	\$ 396,965 97	\$ 250,549 71	\$ 7,966,931 99	\$ 8,643,700 89
Baker	15,178 16	10,328 38	170,058 98	183,457 83
Benton	863 57	7,276 91	81,445 02	113,527 03
Clackamas	3,881 63	16,100 25	253,903 63	279,067 09
Clatsop	2,240 79	5,236 43	238,453 39	172,071 59
Columbia	1,757 84	4,504 52	105,825 18	142,246 29
Coos	809 67	770 97	153,023 99	168,469 04
Crook	3,636 10	7,314 95	75,708 09	132,589 78
Curry			14,259 75	14,254 09
Douglas	1,260 18	5,249 05	172,881 46	211,530 88
Gilliam	49 35	223 11	31,114 91	32,003 73
Grant	98 90	187 15	50,444 18	51,643 99
Harney	681 37	330 00	35,887 79	38,476 59
Hood River	11,128 24	871 36	121,818 12	128,419 00
Jackson	4,079 30	4,940 68	322,468 70	383,585 73
Josephine	4,679 01	4,737 38	131,783 05	102,896 32
Klamath	1,266 64		100,347 30	109,394 07
Lake	75 07		33,974 37	35,267 35
Lane	21,487 80	18,921 89	297,388 77	321,361 68
Lincoln	2,085 11	7,050 79	62,906 17	74,102 57
Linn	24,782 31	8,299 95	195,497 38	230,223 10
Malheur	3,866 87	2,955 11	125,045 29	161,658 45
Marion	79,183 50	5,404 19	428,146 02	347,038 34
Morrow	2,638 86	893 58	64,210 75	62,813 29
Multnomah	167,338 45	77,466 29	3,130,005 07	3,598,424 29
Polk	5,840 50	9,119 56	193,340 36	157,776 22
Sherman	1,251 94	214 29	57,796 18	56,263 32
Tillamook	923 80	820 73	73,231 93	117,956 50
Umatilla	5,878 00	9,116 40	277,976 11	402,753 42
Union	3,665 74	14,128 50	302,805 10	211,730 01
Wallowa	1,630 47	843 03	109,022 35	79,068 31
Wasco	971 65	890 65	133,263 28	131,322 45
Washington	13,427 83	13,912 25	147,322 22	178,830 40
Wheeler		2,249 52	25,756 63	22,376 47
Yamhill	10,367 39	10,191 84	249,790 47	191,101 67

FINANCIAL EXHIBIT—*Continued*

DISBURSEMENTS, 1911-1912

County	50. Paid for teachers' wages		51. Paid for rent of rooms and sites	
	1911	1912	1911	1912
Totals	\$ 2,659,726 94	\$ 2,985,617 96	\$ 21,564 23	\$ 8,337 61
Baker	\$ 72,033 37	\$ 78,931 25	\$ -----	\$ 99 50
Benton	37,828 55	46,247 47	176 00	65 60
Clackamas	101,081 03	115,634 08	-----	-----
Clatsop	54,994 66	58,456 40	120 00	403 50
Columbia	41,829 19	47,071 29	-----	24 58
Coos	76,956 99	75,164 14	485 60	272 10
Crook	41,008 40	50,020 82	373 00	455 10
Curry	11,113 80	10,889 50	-----	7 50
Douglas	81,737 59	91,935 00	1,986 20	1,632 11
Gilliam	18,630 00	19,199 72	-----	40 00
Grant	28,261 35	29,119 70	1,510 16	1,490 00
Harney	16,979 26	16,300 85	16 25	-----
Hood River	34,846 75	39,956 26	4 30	27 60
Jackson	85,966 53	103,383 17	373 90	742 01
Josephine	46,480 96	40,280 84	9,506 00	-----
Klamath	39,545 14	43,864 15	35 00	660 00
Lake	16,564 14	18,851 42	-----	33 75
Lane	131,057 52	154,344 82	907 13	211 43
Lincoln	21,010 95	24,277 86	24 10	35 75
Linn	92,166 41	104,230 56	525 56	64 50
Malheur	38,034 05	42,964 75	384 17	181 40
Marion	139,724 76	158,003 70	143 96	39 50
Morrow	29,978 59	32,089 80	-----	-----
Multnomah	874,004 57	984,742 34	1,997 46	176 00
Polk	53,433 00	61,011 63	1,497 00	-----
Sherman	22,024 03	23,524 00	-----	-----
Tillamook	28,683 86	32,250 00	69 00	435 00
Umatilla	104,121 52	114,808 17	397 65	744 65
Union	72,802 91	81,263 42	89 00	248 10
Wallowa	39,926 67	41,181 95	319 04	41 35
Wasco	48,747 22	56,360 07	-----	9 00
Washington	76,176 99	85,326 83	11 00	171 03
Wheeler	12,230 00	13,826 73	111 25	-----
Yamhill	69,746 18	90,105 27	501 50	26 55

FINANCIAL EXHIBIT—*Continued.*

DISBURSEMENTS, 1911-1912.

County	52. Paid for fuel and school supplies		53. Paid for repairs and improving grounds	
	1911	1912	1911	1912
Totals -----	\$ 298,798 40	\$ 322,002 89	\$ 428,323 72	\$ 460,805 26
Baker -----	\$ 10,188 10	\$ 10,140 25	\$ 13,293 33	\$ 12,094 28
Benton -----	4,008 83	5,681 34	7,862 52	8,150 43
Clackamas -----	9,713 82	13,085 52	14,091 21	25,928 44
Clatsop -----	6,251 18	5,190 49	11,247 26	12,121 97
Columbia -----	4,135 88	6,295 04	6,905 06	7,379 63
Coos -----	7,565 54	8,060 38	11,513 96	10,686 21
Crook -----	4,436 29	7,349 27	3,092 40	3,373 18
Curry -----	282 74	698 21	523 92	563 32
Douglas -----	8,815 20	11,750 54	12,530 83	15,349 06
Gilliam -----	2,133 93	2,085 95	783 35	975 06
Grant -----	2,183 25	2,216 25	2,811 91	3,176 50
Harney -----	1,667 57	1,252 88	1,015 19	2,049 48
Hood River -----	4,256 69	5,556 68	8,917 96	8,346 80
Jackson -----	11,404 43	14,395 62	12,837 99	17,370 93
Josephine -----	5,848 13	9,877 94	5,650 75	6,478 13
Klamath -----	5,934 59	8,869 33	3,160 05	6,463 98
Lake -----	2,500 48	3,327 78	1,047 67	1,489 61
Lane -----	11,145 29	17,081 57	14,762 75	18,730 43
Lincoln -----	1,292 89	3,460 61	2,198 22	3,164 84
Linn -----	7,705 59	12,426 38	10,989 99	10,577 38
Malheur -----	5,028 06	5,055 81	3,882 62	4,945 81
Marion -----	15,393 94	15,077 22	30,500 23	18,901 06
Morrow -----	2,556 17	3,341 99	2,070 50	3,008 09
Multnomah -----	93,984 76	75,091 40	146,005 68	179,859 80
Polk -----	6,744 32	7,803 27	5,811 17	9,806 22
Sherman -----	3,138 80	2,470 37	1,768 65	3,022 70
Tillamook -----	3,729 71	4,063 31	4,629 90	4,801 89
Umatilla -----	11,860 79	15,188 02	15,752 82	17,163 92
Union -----	10,485 01	10,112 25	9,339 62	8,559 82
Wallowa -----	5,763 36	3,703 49	3,657 65	4,553 11
Wasco -----	6,327 67	7,228 68	7,179 20	6,157 63
Washington -----	7,055 28	11,782 42	7,957 08	8,303 75
Wheeler -----	1,031 45	1,347 64	3,240 17	1,012 78
Yamhill -----	14,228 66	10,934 99	41,293 06	15,239 02

FINANCIAL EXHIBIT—*Continued.*

DISBURSEMENTS, 1911-1912.

County	54. Paid for new schoolhouses and sites		55. Paid on principal and interest on bonds and warrants	
	1911	1912	1911	1912
Totals	\$ 1,353,420 28	\$ 1,905,006 67	\$ 706 004 58	\$ 540,113 69
Baker	\$ 5,582 87	\$ 1,611 86	\$ 12,513 74	\$ 6,730 90
Benton	41,903 66	22,147 64	6,164 93	9,113 24
Clackamas	80,147 76	27,752 26	22,516 30	24,382 51
Clatsop	1,958 20	11,084 23	19,667 72	23,299 27
Columbia		28,984 38	17,640 48	11,312 60
Coos	6,818 78	5,164 85	4,731 98	11,297 95
Crook	3,839 70	37,486 03	4,645 24	7,585 52
Curry	50 00		128 72	599 09
Douglas	13,302 20	20,145 52	23,613 38	25,283 64
Gilliam	908 00	1,475 00	1,405 97	409 45
Grant	2,006 71	2,510 00	10,974 50	9,864 05
Harney	1,501 73	1,668 40	1,256 47	4,336 00
Hood River	16,107 15	5,290 75	10,376 11	9,441 43
Jackson	92,477 44	114,794 88	33,350 18	46,302 91
Josephine	44,699 53	8,041 76	7,830 92	18,218 14
Klamath	31,047 57	20 541 28	1,166 00	1,495 21
Lake	3,237 33	7,049 03	5,646 64	1,697 28
Lane	35,333 67	19,700 44	37,489 68	40,611 29
Lincoln	10,148 94	6,868 93	12,009 89	13,102 73
Linn	26,918 71	8,738 25	27,953 97	44,818 79
Malheur	17,768 94	77,162 48	4,367 85	9,051 19
Marion	35,649 53	85,467 38	139,892 86	22,350 58
Morrow	100 00	331 35	9,062 86	2,546 56
Multnomah	534,044 02	1,190,202 26	143,859 02	54,448 51
Polk	88,768 55	31,656 32	15,277 58	20,747 19
Sherman	1,885 43	4,788 38	620 51	1,497 81
Tillamook	3,799 31	15,728 66	3,566 90	3,574 07
Umatilla	27,342 52	67,350 76	30,158 57	23,479 76
Union	101,390 54	37,801 94	37,486 71	24,578 74
Wallowa	28,523 63	2,013 98	8,149 16	7,233 56
Wasco	24,770 60	3,401 74	6,660 61	5,942 06
Washington	9,893 31	26,892 26	14,515 12	13,922 13
Wheeler	2,300 00	1,501 00	613 13	767 85
Yamhill	59,202 95	9,652 67	30,690 88	40,071 68

FINANCIAL EXHIBIT—*Continued*

DISBURSEMENTS, 1911-1912

County	56. Paid for insurance		57. Paid for clerks' salaries	
	1911	1912	1911	1912
Totals -----	\$ 29,643 83	\$ 32,293 70	\$ 36,134 03	\$ 36,931 15
Baker -----	\$ 750 40	\$ 515 40	\$ 1,221 10	\$ 1,262 80
Benton -----	313 77	431 27	581 40	745 50
Clackamas -----	709 12	2,202 19	1,871 52	2,413 57
Clatsop -----	2,091 71	237 52	1,001 70	1,004 53
Columbia -----	369 77	752 92	851 35	986 40
Coos -----	866 15	837 06	1,089 05	1,562 15
Crook -----	170 93	629 01	671 35	922 87
Curry -----	30 20	-----	235 00	210 50
Douglas -----	829 35	1,160 75	1,758 75	1,758 85
Gilliam -----	130 70	144 30	240 00	219 14
Grant -----	310 00	400 15	760 00	875 00
Harney -----	60 00	96 42	550 00	366 42
Hood River -----	393 62	818 92	475 00	540 00
Jackson -----	806 50	2,181 04	1,513 70	1,681 12
Josephine -----	552 89	600 00	808 00	776 50
Klamath -----	780 70	300 40	616 15	752 73
Lake -----	206 90	128 00	292 25	376 30
Lane -----	1,398 11	957 86	2,672 72	2,774 42
Lincoln -----	150 35	182 70	557 50	807 90
Linn -----	649 41	701 23	1,437 35	1,412 95
Malheur -----	60 00	1,235 75	466 33	622 56
Marion -----	749 24	1,038 17	2,172 99	2,055 13
Morrow -----	274 05	226 27	523 13	515 68
Multnomah -----	10,675 99	10,591 40	3,984 20	4,395 00
Polk -----	1,160 84	533 46	1,047 60	1,203 22
Sherman -----	142 55	177 05	392 50	444 90
Tillamook -----	112 16	231 96	740 50	779 65
Umatilla -----	964 63	1,670 34	1,675 10	1,747 20
Union -----	829 52	1,308 50	1,253 29	1,508 13
Wallowa -----	611 38	285 30	911 00	770 11
Wasco -----	700 58	280 55	864 80	990 15
Washington -----	523 59	599 03	1,379 70	1,761 58
Wheeler -----	111 00	72 68	80 00	170 62
Yamhill -----	1,157 72	765 70	1,438 00	1,517 57

FINANCIAL EXHIBIT—*Continued.*

DISBURSEMENTS, 1911-1912.

County	58. Paid for library books		59. Paid for all other purposes	
	1911	1912	1911	1912
Totals -----	\$ 19,716 07	\$ 23,051 79	\$ 284,343 43	\$ 321,064 46
Baker -----	\$ 532 58	\$ 521 06	\$ 15,997 26	\$ 9,851 08
Benton -----	779 76	571 48	4,211 75	5,358 64
Clackamas -----	1,138 55	1,074 51	9,824 56	17,635 32
Clatsop -----	149 38	53 87	12,187 87	11,625 62
Columbia -----	137 71	235 17	4,988 12	5,003 90
Coos -----	555 49	571 23	13,110 15	2,756 34
Crook -----	433 90	588 04	2,508 63	2,851 42
Curry -----	60 71	68 92	59 35	71 03
Douglas -----	592 37	774 04	9,373 49	5,362 07
Gilliam -----	111 67	114 28	455 86	964 73
Grant -----	428 12	396 10	697 80	726 81
Harney -----	106 59	105 20	4,188 55	822 55
Hood River -----	623 22	361 17	5,871 04	21,863 70
Jackson -----	853 52	908 24	4,996 89	31,201 06
Josephine -----	405 12	407 75	714 61	2,601 40
Klamath -----	510 93	868 18	10,363 36	3,015 35
Lake -----	50 00	128 03	1,418 90	2,186 15
Lane -----	181 98	1,124 70	11,857 71	19,147 32
Lincoln -----	201 90	202 55	1,139 42	2,966 97
Linn -----	193 66	360 04	7,713 87	5,980 02
Malheur -----	626 22	846 45	3,703 89	1,839 39
Marion -----	372 00	483 99	13,265 33	14,592 97
Morrow -----	15 97	37 19	1,746 61	1,811 58
Multnomah -----	8,588 75	10,218 76	83,461 06	107,144 46
Polk -----	500 08	506 59	4,788 05	3,920 20
Sherman -----	69 51	133 15	5,805 30	2,994 14
Tillamook -----	212 41	103 46	4,144 58	3,131 13
Umatilla -----	147 88	189 51	8,078 12	10,748 62
Union -----	42 22	83 41	8,763 78	8,124 79
Wallowa -----	43 58	-----	1,970 74	861 41
Wasco -----	17 64	37 30	2,100 68	3,078 30
Washington -----	122 22	39 77	7,811 75	9,215 92
Wheeler -----	16 43	44 32	3,188 18	471 01
Yamhill -----	864 00	873 33	4,336 17	1,139 06

FINANCIAL EXHIBIT—Continued

DISBURSEMENTS, 1911-1912

County	60. Total sum of items 50, 51, 52, 53, 54, 55, 56, 57, 58 and 59		61. Cash on hand. Difference between items 49 and 60	
	1911	1912	1911	1912
Totals -----	\$ 5,815,775 51	\$ 6,638,225 18	\$ 2,129,256 48	\$ 2,005,475 71
Baker -----	\$ 126,529 88	\$ 121,758 38	\$ 43,529 10	\$ 61,699 45
Benton -----	67,510 38	98,512 61	13,934 64	15,014 42
Clackamas -----	202,879 77	230,108 40	51,023 86	48,958 69
Clatsop -----	187,859 24	123,477 40	50,594 15	48,594 19
Columbia -----	78,815 76	108,045 91	27,009 42	34,200 38
Coos -----	123,693 69	116,372 41	29,330 30	52,096 63
Crook -----	61,179 84	111,261 26	14,528 25	21,328 52
Curry -----	12,484 44	13,108 07	1,775 31	1,146 02
Douglas -----	154,539 41	175,151 58	18,342 05	36,379 30
Gilliam -----	24,799 48	25,627 63	6,315 43	6,376 10
Grant -----	49,943 80	50,774 56	500 38	869 43
Harney -----	27,341 61	26,998 20	8,546 18	11,478 39
Hood River -----	81,871 84	92,203 31	39,976 28	36,215 69
Jackson -----	244,581 08	332,960 98	77,887 62	50,624 75
Josephine -----	122,496 91	87,282 46	9,286 14	15,613 86
Klamath -----	93,159 49	86,830 61	7,187 81	22,563 46
Lake -----	30,964 31	35,267 35	3,010 06	-----
Lane -----	246,807 56	274,684 28	50,581 21	46,677 40
Lincoln -----	48,734 16	55,070 84	14,172 01	19,031 73
Linn -----	176,253 52	189,310 50	19,243 86	40,912 60
Malheur -----	74,322 13	143,925 59	50,723 16	17,732 86
Marion -----	377,864 84	318,009 70	50,281 18	29,028 64
Morrow -----	46,327 88	43,908 51	17,882 87	18,904 78
Multnomah -----	1,900,605 51	2,616,869 93	1,229,399 56	981,554 36
Polk -----	179,028 19	137,188 10	14,312 17	20,588 12
Sherman -----	35,347 33	39,052 50	22,448 85	17,210 82
Tillamook -----	49,679 33	65,099 13	23,552 60	52,857 37
Umatilla -----	200,499 60	253,090 95	77,476 51	149,662 47
Union -----	242,482 60	173,589 10	60,322 50	38,140 91
Wallowa -----	89,876 16	61,644 26	19,146 19	17,424 05
Wasco -----	97,369 00	83,485 48	35,894 28	47,836 97
Washington -----	125,446 04	158,014 72	21,876 18	20,815 68
Wheeler -----	22,921 61	19,214 63	2,835 02	3,161 84
Yamhill -----	233,459 12	170,325 84	16,331 35	20,775 83

FINANCIAL EXHIBIT—*Continued*

GENERAL, 1911-1912

County	62. Estimated value of school-houses and grounds		63. Estimated value of school furniture and apparatus	
	1911	1912	1911	1912
Totals	\$ 9,921,394 80	\$11,325,032 62	\$ 962,939 40	\$ 1,064,274 90
Baker	\$ 202,917 50	\$ 211,552 50	\$ 19,100 00	\$ 28,261 50
Benton	114,860 00	142,980 00	17,375 00	20,356 00
Clackamas	284,438 75	320,253 26	53,806 36	61,756 72
Clatsop	233,110 00	243,625 00	21,688 00	23,180 00
Columbia	116,337 60	127,016 00	19,397 35	21,780 93
Coos	328,760 00	319,755 00	28,421 00	26,913 00
Crook	54,325 00	106,758 36	12,938 00	18,798 37
Curry	9,520 00	12,750 00	2,755 00	3,000 00
Douglas	18,660 00	214,862 00	36,625 00	42,753 47
Gilliam	36,542 00	38,015 00	6,718 00	7,012 00
Grant	47,900 00	53,500 00	11,970 50	13,100 00
Harney	24,580 00	50,000 00	5,500 00	7,000 00
Hood River	100,638 00	124,688 12	11,300 00	12,715 55
Jackson	275,860 00	584,309 00	41,600 40	38,878 50
Josephine	155,500 00	184,775 00	40,000 00	50,465 00
Klamath	220,675 00	283,686 00	21,000 00	26,750 00
Lake	115,500 00	36,650 00	16,424 00	4,100 00
Lane	473,294 00	495,346 00	54,119 00	69,462 00
Lincoln	42,997 50	47,400 00	8,465 00	9,551 00
Linn	408,275 00	353,180 00	54,513 00	40,390 00
Malheur	102,636 00	173,600 00	10,660 00	12,586 00
Marion	446,530 00	404,992 00	57,009 50	52,838 00
Morrow	46,590 00	47,620 00	10,253 00	10,498 00
Multnomah	4,159,828 05	5,023,254 00	174,778 00	208,318 00
Polk	203,250 00	211,340 00	21,290 00	29,576 00
Sherman	35,596 75	56,996 75	9,055 20	9,180 20
Tillamook	53,509 00	68,709 00	11,041 70	11,941 50
Umatilla	593,035 00	332,775 00	40,453 44	41,264 94
Union	295,200 00	241,190 00	33,880 08	37,034 00
Wallowa	117,756 00	108,695 00	16,970 00	15,115 00
Wasco	152,214 00	157,575 37	21,078 45	21,595 72
Washington	180,484 65	221,767 99	32,259 50	46,851 50
Wheeler	20,075 00	20,725 00	5,500 00	3,200 00
Yamhill	250,000 00	304,691 27	35,000 00	38,052 00

FINANCIAL EXHIBIT—*Continued.*

GENERAL, 1911-1912.

County	64. Amount of insurance on school houses and other property	
	1911	1912
Totals	\$ 4,240,947 58	\$ 4,834,522 56
Baker	\$ 106,991 66	105,275 00
Benton	65,768 00	75,268 00
Clackamas	155,607 66	177,322 66
Clatsop	138,050 00	142,450 00
Columbia	66,210 50	70,000 00
Coos	127,965 00	146,990 00
Crook	16,940 00	46,120 00
Curry	2,750 00	1,602 70
Douglas	93,880 00	117,124 50
Gilliam	14,550 00	16,850 00
Grant	22,560 00	27,265 00
Harney	6,000 00	6,200 00
Hood River	61,100 00	72,450 00
Jackson	197,500 00	324,170 50
Josephine	91,175 00	104,600 00
Klamath	70,450 00	74,475 00
Lake	14,594 00	13,700 00
Lane	155,354 00	202,375 00
Lincoln	19,225 00	19,175 00
Linn	72,220 00	184,655 00
Malheur	74,535 00	84,380 00
Marion	193,855 00	267,160 00
Morrow	24,200 00	26,500 00
Multnomah	1,533,932 76	1,670,501 00
Polk	109,060 00	89,202 00
Sherman	24,125 00	28,100 00
Tillamook	23,285 00	24,785 00
Umatilla	156,725 00	169,600 00
Union	258,850 00	179,550 00
Wallowa	35,100 00	42,850 00
Wasco	57,830 00	60,280 00
Washington	96,259 00	102,209 00
Wheeler	4,300 00	5,620 00
Yamhill	150,000 00	155,717 00

FINANCIAL EXHIBIT—*Continued.*

GENERAL 1911-1912.

County	65. Average monthly salary of male teachers.		66. Average monthly salary of female teachers.	
	1911	1912	1911	1912
Totals	\$ 2,637 97	\$ 82 11	\$ 1,956 26	\$ 59 96
Baker	\$ 80 67	\$ 88 02	\$ 58 22	\$ 62 21
Benton	67 56	60 91	50 98	50 76
Clackamas	67 96	75 50	53 88	55 92
Clatsop	95 00	96 30	56 83	60 00
Columbia	72 60	74 47	55 50	59 37
Coos	69 20	68 84	51 40	53 12
Crook	69 62	72 88	58 45	59 95
Curry	65 00	65 00	53 00	55 00
Douglas	61 13	64 60	48 50	50 03
Gilliam	73 94	80 06	58 51	59 06
Grant	82 54	90 91	66 25	67 00
Harney	70 00	74 00	58 50	62 00
Hood River	91 50	102 00	66 00	70 00
Jackson	91 65	91 00	61 17	63 56
Josephine	68 00	66 00	51 25	55 50
Klamath	80 00	93 00	63 00	70 00
Lake	95 00	80 83	68 00	73 75
Lane	58 50	86 00	48 75	61 00
Lincoln	69 22	57 15	49 50	50 44
Linn	61 70	66 00	49 50	50 00
Malheur	84 00	85 86	58 40	59 10
Marion	76 35	112 30	53 40	53 70
Morrow	79 89	100 47	59 45	62 60
Multnomah	157 40	151 65	97 50	98 20
Polk	71 21	72 80	50 00	51 06
Sherman	87 28	93 00	58 62	59 00
Tillamook	69 80	80 00	58 26	60 00
Umatilla	85 64	89 28	62 81	65 38
Union	75 77	85 92	57 66	58 90
Wallowa	61 50	67 00	53 52	57 00
Wasco	90 22	83 83	57 19	62 30
Washington	71 25	69 75	55 25	57 02
Wheeler	70 40	80 00	55 00	54 66
Yamhill	66 50	66 65	50 00	51 14

FINANCIAL TABLE—*Continued.*

GENERAL, 1911-1912.

County	67. Average monthly salary of teachers in one-room buildings		68. Average monthly salary of assistant teachers in schools having more than one room	
	1911	1912	1911	1912
Totals -----	\$ 55 02	\$ 57 29	\$ 63 71	\$ 64 85
Baker -----	55 00	62 50	50 00	64 40
Benton -----	48 67	51 10	54 44	60 22
Clackamas -----	53 24	56 81	58 40	61 92
Clatsop -----	57 00	56 90	65 00	65 83
Columbia -----	54 75	64 00	59 73	62 40
Coos -----	46 10	56 00	62 40	60 00
Crook -----	58 80	60 53	66 04	65 39
Curry -----				
Douglas -----	51 10	54 00	59 00	72 25
Gilliam -----	58 00	55 10	62 50	68 10
Grant -----	62 50	62 50	66 34	69 23
Harney -----	56 00	59 00	71 00	70 00
Hood River -----	61 00		69 00	
Jackson -----	52 64	55 98	70 02	71 36
Josephine -----	54 00	56 00	67 00	57 00
Klamath -----	62 50	66 00	68 00	69 50
Lake -----	71 00	67 50	70 00	70 25
Lane -----	46 00	50 10	56 00	59 24
Lincoln -----	48 87	50 91	62 72	62 30
Linn -----	48 00	48 50	50 00	57 00
Malheur -----	58 65	57 35	68 50	68 48
Marion -----	51 50	58 70	60 00	55 80
Morrow -----	57 15	59 15	66 00	65 24
Multnomah -----	61 15		99 45	
Polk -----	49 28		52 45	
Sherman -----	56 47	58 80	68 08	71 42
Tillamook -----	57 00	60 00	55 00	60 00
Umatilla -----	62 34		71 44	
Union -----	55 00	62 50	65 00	69 00
Wallowa -----	55 00	52 00	68 05	72 30
Wasco -----	51 91	55 37	71 28	75 51
Washington -----	45 45	59 11	54 60	57 80
Wheeler -----	57 50	50 00	60 18	61 25
Yamhill -----	53 00	55 00	55 00	57 50

FINANCIAL EXHIBIT—*Concluded.*

GENERAL, 1911-1912.

County	69. Average monthly salary of principals of buildings of more than one room		70. Average annual salary of city superintendents of districts of the first class		71. Average number of mills district tax levied	
	1911	1912	1911	1912	1911	1912
Totals	\$ 96 72	\$ 98 00	\$ 1,806 00	\$ 1,829 76	3.99	3.7
Baker	\$ 100 00	\$ 104 44	\$ 2,500 00	\$ 277 77	6.25	6.
Benton	79 95	75 00	1,500 00	1,600 00	3.54	3.5
Clackamas	80 23	82 76	1,700 00	1,800 00	3.9	3.9
Clatsop	100 00	96 30	2,000 00	1,800 00	6.	6.2
Columbia	76 84	91 50			3.77	3.7
Coos	111 10	109 00				
Crook	97 00	110 23			6.076	6.7
Curry						1.3
Douglas	96 50	105 00	1,200 00	1,350 00	3.	3.
Gilliam	91 00	107 63			1.9	2.5
Grant	87 25	93 14			7.4	8.1
Harney	90 00	90 00			3.	2.
Hood River	95 00				5.	3.5
Jackson	97 46	101 04	1,600 00	1,750 00	3.43	3.1
Josephine	75 00	74 00	1,800 00	1,800 00	3.3	4.
Klamath	110 00	116 66			4.	3.
Lake	120 00	103 75			7.	4.
Lane	95 00	91 99	2,000 00	2,000 00	4.	3.8
Lincoln	88 66	91 66			4.	
Linn	89 00	90 00	1,650 00	1,650 00	1.11	2.
Malheur	130 00	111 50				4.6
Marion	87 50	88 00	2,250 00	1,687 50	2.57	3.5
Morrow	109 55	120 68			2.27	2.2
Multnomah	148 65		3,325 00		3.27	2.4
Polk	83 00					3.
Sherman	101 20	101 02			3.48	
Tillamook	90 00	94 00				4.
Umatilla	106 56		1,587 50		2.6	2.5
Union	95 00	120 50	1,125 00	2,000 00	4.5	4.
Wallowa	108 23	119 60			5.1	3.6
Wasco	81.66	83 33	1,552 50	2,160 00	3.1	3.2
Washington	73 55	78 60			4.8	3.6
Wheeler	99 07	90 00		1,350 00	4.	4.
Yamhill	98 00	100 00	1,300 00	1,550 00	3.5	4.2

FINANCIAL STATEMENT.

	1911	1912
Cash on hand at time of making last annual report-----		
RECEIPTS		
Received from county treasurer from district tax-----		
Received from county treasurer from county school fund-----		
Received from county treasurer from state school fund-----		
Received from rate bills and tuition-----		
Received from sale of bonds and warrants-----		
Received from county treasurer from library fund-----		
Received from library from other sources-----		
Received for insurance on account of losses-----		
Received from all other sources-----		
Total—sum of items 44, 45, 46, 47, 48, 49, 50, 51, 52 and 53-----	\$ 1,315,927 83	\$ 2,130,335 42
	3,225,643 09	3,604,396 15
	1,351,944 74	1,567,296 26
	337,122 19	354,365 73
	32,658 11	35,191 80
	1,289,661 63	659,505 74
	8,546 98	11,469 45
	1,152 40	8,370 84
	7,309 05	22,219 77
	396,965 97	250,549 71
	\$ 7,966 931 99	\$ 8,643,700 89
DISBURSEMENTS		
Paid for teachers' wages-----		
Paid for rent of rooms and site-----		
Paid for fuel and school supplies-----		
Paid for repairs and improving grounds-----		
Paid for new school houses and sites-----		
Paid on principal and interest of bonds and warrants-----		
Paid for insurance-----		
Paid for clerks' salary-----		
Paid for library books-----		
Paid for all other purposes-----		
Total—sum of items 55, 56, 57, 58, 59, 60, 61, 62, 63 and 64-----	\$ 2,659,726 94	\$ 2,985,617 96
Cash on hand—difference between items 54 and 65-----	21,564 23	8,337 61
	298,798 40	322,002 89
	428,323 72	460,805 26
	1,353,420 28	1,905,006 67
	706,004 57	540,113 69
	29,643 83	32,293 70
	36,134 03	39,931 15
	19,716 07	23,051 79
	284,343 43	321,064 46
	\$ 5,815,775 51	\$ 6,638,225 18
	\$ 2,129,256 48	\$ 2,005,475 71

INDEBTEDNESS.

1911-1912

County	67. Bonded indebtedness	68. Outstanding warrants	69. Other indebtedness	70. Total sums of items 67, 68, 69
Totals -----	\$ 3,728,794 60	\$ 333,958 63	\$ 455,197 73	\$ 4,517 950 96
Baker -----	\$ 110,400 00	\$ -----	\$ -----	\$ 110,400 00
Benton -----	79,500 00	12,069 36	85 51	91,654 87
Clackamas -----	116,450 40	11,928 83	6,402 03	134,781 26
Clatsop -----	164,720 00	4,907 75	-----	169,627 75
Columbia -----	23,700 00	11,120 00	184 00	35,004 00
Coos -----	165,519 25	9,135 96	1,172 98	175,828 19
Crook -----	38,450 00	12,928 61	1,108 89	52,487 50
Curry -----	4,000 00	1,995 02	655 00	6,650 42
Douglas -----	21,700 00	16,948 90	217 90	38,866 80
Gilliam -----	11,750 00	1,134 63	-----	12,884 63
Grant -----	9,600 00	4,670 50	76 25	14,346 75
Harney -----	36,300 00	7,691 05	307 69	44,298 74
Hood River -----	83,500 00	3,754 09	903 00	88,157 09
Jackson -----	306,540 75	75,247 47	12,012 11	393,800 33
Josephine -----	104,000 00	14,019 90	3,462 98	121,482 88
Klamath -----	90,000 00	-----	-----	90,000 00
Lake -----	-----	5,784 29	40 91	5,825 20
Lane -----	160,777 76	13,865 44	12,112 36	186,755 56
Lincoln -----	15,200 00	9,856 09	4,135 50	29,191 59
Linn -----	149,600 00	11,333 00	-----	160,933 00
Malheur -----	137,550 00	525 00	1,938 00	140,013 00
Marion -----	181,975 00	11,875 00	4,838 00	198,688 00
Morrow -----	12,800 00	276 09	265 35	13,341 44
Multnomah -----	802,900 00	757 93	392,986 03	1,196,643 96
Polk -----	122,600 00	19,501 80	3,196 00	145 297 80
Sherman -----	5,000 00	3,425 00	588 10	9,013 10
Tillamook -----	36,000 00	-----	-----	36,000 00
Umatilla -----	310,326 66	18,253 05	6,001 48	334,581 19
Union -----	117,225 00	1,685 70	463 50	119,374 20
Wallowa -----	59,522 80	8,784 83	940 45	69,248 08
Wasco -----	48,311 72	1,310 20	788 99	50,410 91
Washington -----	51,636 65	23,710 68	68 50	75,415 83
Wheeler -----	4,000 00	500 00	-----	4,500 00
Yamhill -----	147,238 61	14,962 16	246 27	162,447 04

STATEMENT.

Statistical table showing the number of districts and number of months' school held in each.

County	Six months	Seven months	Eight months	Nine months
Totals	787	365	667	532
Baker	26	8	9	22
Benton	19	10	15	8
Clackamas	17	32	46	34
Clatsop	10	3	7	17
Columbia	12	5	8	28
Coos	39	9	9	12
Crook	40	9	15	11
Curry	23	1	2	1
Douglas	90	18	7	18
Gilliam	24		6	6
Grant	23	7	9	7
Harney	31	3	2	5
Hood River		1	3	12
Jackson	25	17	8	36
Josephine	13	9	10	17
Klamath	12	3	6	18
Lake	6	4	7	3
Lane	57	32	55	25
Lincoln	40	9	6	8
Linn	30	35	44	17
Malheur	19	7	9	8
Marion	17	38	47	19
Morrow	20	5	12	8
Multnomah	4	2	6	42
Polk	8	18	36	8
Sherman	2	3	7	15
Tillamook	14	5	11	17
Umatilla	27	7	24	32
Union	19	10	13	17
Wallowa	39	4	9	8
Wasco	23	11	19	10
Washington	22	24	36	24
Wheeler	14		6	5
Yamhill	22	16	32	17

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1912-1913.

County	Postoffice	Number of district	City superintendent			Principal of high school			Enrollment in all rooms, including High School	Enrollment in High School	Number of months' school during year	Number of associate teachers in grammar school	Average yearly salary of associate teachers in grammar school	Number of years in High school course	No. of teachersteaching classes in H. S.	Average yearly salary of associate teachers in High School
			Name	Annual salary	Years in present position	Name	Annual salary	Years in present position								
Baker	Baker	5	J. A. Churchill	\$2500 00	22	Miss Helen Stach	\$1,000	24	1400	230	9	32	630	4	12	\$ 900 00
	Haines	7	G. H. Colvin	900 00	2				40		9	2	585			
	Huntington	16	Frank Sturgill	900 00	1				104	6	9	3	630	2		
	Haines	17	Theodore Forcier	900 00	2				84	8	9	2	540	3	1	900 00
	Haines	24	Ray Murphy	1000 00	1				130	24	9	3	540	4	1	1000 00
	Halfway	61	Prof. Stanton	765 00	1				75		9	2	80			
	North Powder	25	J. J. Sturgill	1250 00	4				120	24	9	3	540	4	1	1250 00
	New Bridge	45	E. R. Curfman	810 00	2				115		9	3	85			
	Pine	48	Nora Baird	450 00	1				60		6	2	70			
	Richland	44	Maud Halley	810 00	1				120		9	3	78			
	Sumpter	31	R. M. Burham	1200 00	1				150	36	9	3	585	4	2	915 00
Benton	Alsea	7	H. H. Collins	900 00	2				185	14	9	3	450	3	1	
	Albany R. 4	34	F. J. Bisley	400 00	1				71		7 $\frac{1}{2}$	1	375			
	Alpine	26	F. R. Bennett	560 00	1				65	13	8	1	400	2	1	
	Corvallis R. 1	8	Louise McAlpin	585 00	1				45	10	9	1	450	2	1	
	Corvallis	9	R. W. Kirk	1600 00	3				873	205	9	22	540	4	10	675 00
	Corvallis R. 2	20	Genevieve Ryan	360 00	1				53	2	6	1	270	2	1	
	Monroe R. 1	23	O. T. Olson	600 00	2				87	17	8	2	440	4	1	
	Monroe	25	R. E. Cannon	600 00	1				99	10	8	2	400	2	1	
	Wells	1	Lottie Blake	520 00	1				40	14	8	1	320	2	1	
Clackamas	Aurora R. 2	20	A. A. Baldwin	560 00	1				86		7	1	315			
	Barlow	97	Edith Ross	520 00	1				66		8	1	480			
	Boring	44	Lettie Gogson	600 00	1				120		8	2	400			
	Boring R. 3	26	Winnifred Roman	600 00	2				44		8	1	400			
	Boring R. 3	107	Doreas E. Hedlin	540 00	2				62		9	1	450			
	Clackamas	64	J. L. Ashton	765 00	1				92		9	2	495			
	Clackamas R. 1	77	Raleigh H. Searle	700 00	5				59		9	1	450			
	Canty	86	P. L. Coleman	675 00	2				185	30	9	3	495	4	1	900 00
	Estacada	108	Burgess F. Ford	1049 50	1				230	40	9	5	630	4	1	675 00
	Gladstone	115	Benton Vedder	900 00	5				164	10	9	4	540	1		
	Jennings Lodge	114	Geo. F. Thompson	720 00	3				50		9	1	390			

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1912-1913

County	Postoffice	Number of District	City Superintendent			Principal of high school			Enrollment in all rooms, including high school	Enrollment in High School	Number of months' school during year	Number of associate teachers in grammar schools	Average yearly salary of associate t'ch'rs gram. schools	Number of years in high school course	No. of teachersteaching classes in H. S.	Average yearly salary of associate teachers in high school
			Name	Annual salary	Years in present position	Name	Annual salary	Years in present position								
Clackamas	Marquam	16	H. H. Hargreaves	\$ 600 00	1				48	30	8	1	440	4	2	700 00
	Milwaukee	1	Robert Goetz	1210 00	2				274		10	7	675			
	Milwaukee R. 1	28	A. W. Pfingsten	600 00	2				41		8	1	400			
	Milwaukee R. 2	49	Frances Potter	630 00	1				42		9	1	495			
	Milwaukee R. 2	119	Emilie C. Shaw	810 00	1				85		9	2	540			
	Molalla	35	J. E. Wagner	800 00	1				110	15	8	2	420	2		675 00
	Oregon City	62	F. J. S. Tooze	1850 00	4			H. T. Pfingsten	105 00	1	9	24	595	4	5	
	Oregon City	3	Lucile Rickabaugh	630 00	1					58	9	1	450			
	Oregon City R. 2	4	Anna Baehman	525 00	1				40		7	1	280			
	Oregon City R. 4	32	Floyd T. Webb	360 00	1				61		7	1	315			
	Oregon City R. 5	34	C. F. Anderson	1035 00	1				137		9	5	630			
	Oregon City R. 1	43	F. J. Buchanan	765 00	2				88		9	2	495			
	Oregon City R. 1	63	Ethel Yates	570 00	1				64		7	1	385			
	Oak Grove	103	Samuel Adler	900 00	1				126	10	9	3	585	1		
	Oswego	47	V. M. Vose	900 00	2				138		9	3	540			585 00
Parkplace	48	W. G. Jolley	720 00	1				152	30	9	4	495	1			
Sherwood R. 5	41	Guy Larkins	600 00	1				82	6	8	1	440	1			
Springwater	24	Maude E. Ager	600 00	1				52		7	1	315				
Sandy	46	Elizabeth Canning	630 00	1				70		9	1	450				
Willamette	105	John R. Bowland	900 00	2				131		9	3	595				
Clatsop	Astoria	1	John Gray Imel	2000 00	3			W. M. Stone	1500 00	1		33	723	4	11	1013 00
	Seaside	10	J. W. Branstator	1080 00	6			J. W. Branstator	1080 00	6		5	585	4	2	630 00
	Westport	7	Alice E. Quint	765 00				Alice E. Quint	765 00					2	1	
Columbia	Clatskanie	5	Jesse McCord	1125 00				Jesse McCord	1125 00	1		6	495	4	2	720 00
	Clatskanie	15		595 00				Mrs. M. Sitts	595 00	1		1	450	1	1	
	Deer Island	3		720 00				Miss Anna Ketel	720 00	1		1	630	1	1	
	Goble	20		720 00				Miss G. Leggett	720 00	1		1	630	1	1	
	Houlton	39		680 00				E. S. Faxon	680 00	2		2	540	1	1	
	Quincy	25		720 00				E. J. Thomson	720 00	3		3	540	1	1	
	Rainier	13	J. H. Collins	1350 00				J. H. Collins	1350 00	1		8	570	4	3	607 50
	Scappoose	1	Basil E. Ralston	1125 00				B. E. Ralston	1125 00	2		9	4	630	4	2

Coos	St. Helens	2	C. C. Thomason			C. C. Thomason	1,100	1	200	21	9	5	600 00	3	2	600 00	
	Warren	7				J. W. Allen	900	1	109	6	9	2	495 00	1	1		
	Yankton	30				Mrs. Effie Wilson	675	1	37	4	8	1	540 00	1	1		
	Bandon	54	H. L. Hopkins	1350 00	1				530	80	9	11	540 00	4	4	810 00	
	Coquille	8	C. A. Howard	1300 00	1	A. J. Robertson	900	1	344	50	9	8	675 00	4	3	675 00	
Crook	Marshfield	9	F. A. Tiedgen	1800 00	2	A. Lincoln Barker	1,200	1	575	105	9	16	585 00	4	6	810 00	
	Myrtle Point	41	A. T. Park	1125 00	3	C. H. Giles	720	1		64	9	6	502 47	4	2	720 00	
	North Bend	13	A. G. Raab	1500 00	7	J. F. Grubbs	1,200	4	340	61	9	4	545 40	4	4	686 00	
	Bend	12	J. B. Shouse	1500 00	2	J. B. Shouse	1,500	2		43	9	8	585 00	4	4	990 00	
	Laidlaw	53	F. H. Pinkstaff	810 00								9	1	585 00			
Curry	Metolius	80	A. T. Lewark	720 00		A. T. Lewark	720				9	1	630 00		2		
	Madras	22	C. V. Kilgore	1035 00		C. V. Kilgore	1,035				9	3	540 50		1		
	Prineville	1	E. L. Coe	1700 00	2	E. L. Coe	1,700		2	87	9			4	6	1,000 00	
	Prineville	1	J. E. Myers	990 00	2							9	7	585 00			
	Redmond	59	J. A. Thompson	900 00	2	J. A. Thompson	900	1		15	9	5	585 00	1	1	900 00	
Douglas	Port Orford	1	F. Connor			W. H. Meredeth	455	2	25		7	1	50 00				
	Port Orford	1				Edith Lisk	350	2	21		7	1	65 00				
	Port Orford	3				J. R. Stannard	560	2	27		8	1	70 00				
	Port Orford	3				Katie Fromm	440	1	22		8	1	55 00				
	Canyonville		E. E. West	900 00		E. E. West	900	2	126	10	9	2	57 50	3	1	900 00	
Gilliam	Camas Valley		Wallace Kellogg	1125 00		Wallace Kellogg	1,125	2	55	10	9	2	57 50	2	1	1,125 00	
	Drain		G. M. Sprague	1125 00		G. M. Sprague	1,125	2	163	28	9	4	57 50	4	2	1,125 00	
	Days Creek		C. C. Cook	630 00		C. C. Cook	630	1	54	9	8	1	55 00	1	1	630 00	
	Elkton		F. A. Goff	855 00		Fred Goff	855	1	55	12	9	1	65 00	2	1	855 00	
	Gardiner		J. H. Austin	810 00		J. H. Austin	810	2	65	15	9	1	70 00	2	1	810 00	
Grant	Glendale		B. H. Smith	1125 00		B. H. Smith	1,25	3	130	18	9	4	57 50	4	2	1,125 00	
	Myrtle Creek		Inez Miller	1035 00		Inez Miller	1,035	3	167	25	9	5	66 00	4	2	1,035 00	
	Oakland		H. H. Brouson	1150 00		B. J. Neubaur	900	2	167	30	9	4	60 00	4	2	1,000 00	
	Riddle		J. W. Kerns	1125 00		J. W. Kerns	1,125	2	158	24	9	4	60 00	4	2	1,135 00	
	Roseburg		J. W. Groves	1500 00		F. C. Fitzpatrick	1,000	1	1,032	160	9	29	62 50	4	5	85 00	
Harney	Sutherlin		E. J. Ortman	1125 00		E. J. Ortman	900	2	145	16	9	3	60 00	3	1	900 00	
	Wilbur		W. L. Starr	810 00		W. L. Starr	810	1	67	13	9	2	55 00	2	1	810 00	
	Yoncalla		W. L. Beaumont	900 00		W. L. Beaumont	900	1	145	20	9	3	55 00	4	2	900 00	
	Arlington	3	P. J. Mulkey	990 00	1					87	8	9	2	675 00	3	1	
	Condon	25	J. C. Sturgill	1000 00	7					208		9	6	900 00			
Hood River	Lone Rock	29	J. H. Dickinson	675 00	1				45		9	1	450 00				
	Condon					W. J. Hammack	1,200	1		41	9			4	3	750 00	
	Canyon City	1				Arza M. Willis	990		83	15	9	3	675 00	3	1		
	Izer																
	Monument	8				F. A. Brown	640	1	50		8	1	480 00				
Hood River	Prairie City	4	Philip F. A. Boche	1300 00	2	Philip F. A. Boche	1,300	2	150	20	9	4	675 50	4	2	810 00	
	Drewsey	13	A. M. Highsmith	900 00	14	A. M. Highsmith	990	1	38	3	9	1	675 00	4	1		
	Cascade Locks	1				H. C. Harter	1,000		80	4	9	2	65 00	1	1		

REPORT OF SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1911-1912—Continued

County	Postoffice	Number of district	City superintendent			Principal of high school			Enrollment in all rooms, including high school	Enrollment in high school	Number of months' school during year	Number of associate teachers in grammar school	Average yearly salary of associate teachers in grammar school	Number of years in high school course	No. of teachers teaching classes in H. S.	Average yearly salary of associate teachers in high schools
			Name	Annual salary	Years in present position	Name	Annual salary	Years in present position								
Hood River	Dee	14				Mrs. Nichols	675	4	29	3	9	1	\$70 00	1	1	
	Hood River	2				J. E. Stubbs	1,350		115	16	9	4	66 00	4	1	
	Hood River	3	J. O. McLaughlin	\$1500 00		L. B. Gibson	\$1,125		664	134	9	22	71 00	4	7	\$ 110 00
	Hood River	4				Geo. Tonkin	900		158	12	9	4	66 00	2	1	
	Hood River	5				Della Rush	900		136	2	9	3	65 00	1	1	
	Hood River	6				Ella Everson	675		103	1	9	3	72 00	1	1	
	Hood River	7				C. R. McCoy	900		84	4	9	3	72 00	1	1	
	Hood River	11				Hazel Stanton	675		76		9	1	65 00			
Jackson	Hood River	13				Elizabeth Moss	720		55	3	9	1	60 00	1	1	
	Ashland	5	Geo. A. Briscoe	1800 00	2	F. E. Moore	1,125		944	198	9	20	685 00	4	10	675 00
	Ashland	73				Mary E. Hopper	675	1	79	3	9	1	540 00	1		
	Applegate	40				Lora Couch	675	2	56		9	1	495 00			
	Butte Falls	91				W. E. Buchannan	900	2	89	13	9	2	517 50	3	1	
	Centr'l Pt. R. F. D.	16				H. B. Shinn	680	1	61	10	8 1/2	2	495 00	4	1	
	Central Point	6	W. L. Greenleaf	1350 00		W. L. Greenleaf	1,350	1	296	54	9	8	607 50	4	3	675 00
	Centr'l Pt. R. F. D.	14				L. M. Sweet	675	2	48		9					
	Eagle Point	9				Wm Sudarth	810	1	106	11	9	2	652 50	2	1	
	Gold Hill	57	Bert A. Adams	1200 00	1				137	20	9	4	607 50	4	2	540 00
	Jacksonville	1	J. C. F. Harrington	2000 00	3	J. C. F. Harrington	1,080	2	205	14	9	6	558 00	2	2	595 00
	Medford	49	U. S. Collins			C. R. Bowman	1,500	4	1442	226	9	36	690 00	4	8	1000 00
	Medford R. F. D.	69				D. O. Frederick	675	2	49		9	1	450 00	1		
	Medford R. F. D.	2				C. E. English	675	1	46	1	9					
	Medford R. F. D.	100				Florence Lansing	520	1	35		9	1	540 00			
	Medford R. F. D.	95				V. A. Davis	675	1	191	18	9	5	450 00	2	1	
Phoenix	4				H. W. Ager	900	2	237	12	9	3	555 00	2	1		
Talent	22				F. C. Smith	900	2	49		9	1	450 00				
Talent R. F. D.	56				W. O. Wheeler	765	2	169	13	9	3	494 00	2	1		
Rogue River	25				Ralph Main	1,035	2									
Josephine									1002	204	9	20	560 00	4	11	750 00
	Grants Pass	7	R. R. Turner	1800 00	9	L. W. Turnbull	990	2	58	6	9	1	495 00	1	1	
	Kerby	3			2	Anna Fiester	540	2	65	9	9	1	540 00	1	1	
	Merlin	24				J. G. Hill	585	2								

Josephine	Selma	1				Edbert Powell	\$	630	1	56	4	8	1	510 00	1	1	
Klamath	Bonanza	2				T. A. Barton		900	1	93	12	9	3	630 00	4	2	630 00
	Ft. Klamath	7				Kathryn C. Wells		900	2	91	5	9	2	630 00	2	1	
	Klamath Falls	1				R. H. Dunbar	\$1800 00			565		9		675 00			
	Merrill	28				D. W. Wight	1125 00	1,125	3	133	18	9	4	675 00	4	2	720 00
	Merrill	35				B. P. Alexander	600 00			47		9	1	540 00			
	Malin	22				Gertrude Davidson	480 00			51			1	480 00			
Lake	Lakeview	7				O. M. Gardner	1600 00			327	23	9	7	525 00	4	2	
	New Pine Creek	1				J. Allen Richards	720 00			53		8	1	400 00			
	Paisley	11				A. Devaul	850 00			90		8 1/2	1	510 00			
	Silver Lake	14								60		7 1/2	1	400 00			
Lane	Creswell	40				B. S. Wakefield	1100 00	720	2	151	25	9	4	552 50	4	2	
	Coburg	43				B. S. McCormick	900 00	540	1	178	23	9	5	450 00	4	2	540 00
	Collage Grove	45				James B. Dunlon	1300 00	1,300	1	490	86	9	12	510 00	4	4	675 00
	Crow, U.H.S.	3						675				8			3	1	
	Dorena	93				Madge Hamble		680		70	7	8	1	140 00	3	1	
	Ebura	139				Willard W. Hewitt		1,500	5	2280	531	9	45	630 00	4	19	750 00
	Ebura	52				Geo. W. Hug		765	2	90	25	9	2	495 00	3	2	540 00
	Eugene R. 1	12				N. A. Baker		560	1	48		9	1	560 00			
	Florence	97				Louis E. Furrow		620		121		8	3	400 00			
	Goshen	13				C. L. Thomas	1000 00	1,000	2	110	26	9	3	1,567	4		
	Irving	86				Alfred Powers		600		64	5	8	1	480 00	2	1	
	Junction City	69				S. A. McGovern	900 00	900	1	60	15	9	1	480 00	2	1	
	Junction City	10				O. H. Jones		675	1	350	75	9	8	450 00	4	3	
	Junction City	159				E. L. Swift		600	1	45	6	8	1	360 00	3	1	
	Leaburg	126				Geo. T. Beck		520		34		8		100 00			
	Lorane, U.H.S.	2				C. N. Patterson		630	1	45	3	9	1	400 00	4	1	
	Lowell, U.H.S.	9				C. W. Tidd		675	2		8	9			4	1	
	Marcola	79				Elmer G. Green		640			6	8			3	1	
	Mapleton	32				C. A. Archard		810	1	135	13	9	5	585 00	2	1	
	Pat Hill, U.H.S.	1				Vera F. Todd		675	1	42	8	9	2	360 00	2	1	
	Springfield	19				F. F. Cooper	1400 00	1,200			40	9				2	
	Springfield	174				D. J. Taylor		900	1	435	90	9	13	558 00	4	4	705 00
	Thursdon	7				W. P. Sheridan		480	2	35	2	8	1	400 00	1	1	
	Wendling	163				Ruth V. Grant		600			12	9			4	1	
	Watterville, U.H.S.	5				M. E. Hays		675		85	3	9	2	492 00	1	1	
	Walker, U.H.S.	6				A. B. Beebe		675			15	9			4	1	540 00
	Waterville	57				Gladys L. Shelley		600			10	8			4	1	
	Waterville	65				J. C. Holmes		630	1	105		9	1	370 00			
						T. O. Hutchinson		600		40		8	1	400 00			
Lincoln	Newport	3				R. J. Davis		900	1	273	34	9	6	607 50	4	2	675 00
	Toledo	2				A. H. Weber		900	2	196	28	9	5	567 00	4	2	630 00
	Waldport	12				Bert. P. Lovell		675		96	19	9	2	517 50	4	1	
Linn	Albany	5				C. W. Boellcher	1500 00	1,100	1	438	250	9	32	540 00	4	3	810 00

Hubbard	15	Clarence Phillips	720 00			145	12	8	3	500 00	2	1	720 00
Hazel Green	65	Russell Keizer	455 00			42		7	1	420 00			
Jefferson	14	W. E. Moses	900 00	2		216	20	9	4	495 00	4	2	775 00
Keizer			480 00			63		8		180 00			
Liberty	71	R. M. Roberts	600 00			97	7	8	1	300 00	1	1	600 00
Mt. Angel		R. L. Young	1150 00			157		10		2850 00			
Marion	20	E. A. Palmer	600 00			87	9	8	1	200 00	1	1	600 00
North Sallam		Fannie Douglas	325 00			51		6 1/2		1260 00			
North Howell	51	F. P. Sherwood	490 00			53	4	7	1	350 00	1	1	490 00
Pratum	50	J. A. Johnson	480 00			67	3	8	1	400 00	1	1	480 00
Parkersville		Frances Helmick	410 00			24		8		1400 00			
St. Paul	45	Sister M. Benldis	685 00			65	2	9	1	180 00	1	1	685 00
Shaw	80	F. M. Mitchell	600 00			54	8	8	2	400 00	2	1	600 00
Salem	21	P. J. Kuntz	2100 00	1	1,600	2087	194	9	57	675 00	4	22	800 00
Silverton	4	Wm. F. Cameron	1350 00			500	80	9	12	511 00	4	4	705 00
Slayton	77	Nora Grablee	630 00	2		208	17	9	4	510 00	2	1	630 00
Scotts Mills	73	T. A. Lindsay	680 00			98	15	8	2	150 00	3	1	680 00
Salem Heights	128	O. L. Dumlup	560 00			102	8	8	2	180 00	1	1	560 00
Turner	79	T. J. Skirvin	610 00			94	20	8	2	100 00	2	1	640 00
Woodburn	103	A. Dawkins	1500 00	1		290	63	9	9	655 00	4	4	670 00
West Slayton	61	Edna Pence	520 00			57	8	8	2	100 00	2	1	520 00
Morrow													
Heppner	1	H. H. Hoffman	1500 00	3	840	307	75	9	8	655 00	4	4	720 00
Hardman	40	H. M. Allen	600 00	1		77		8	1	560 00	1	1	
Irrigon	10	L. B. Kicker	810 00	7		30	3	9	2	630 00	2	1	
Ione	35	J. A. Briggs	1500 00	1		120	22	9	4	540 00	4	1	
Lexington	12	L. A. Deak	900 00	1		102	5	9	3	555 00	3	1	
Cleone	16	J. B. Leut	720 00	3		72	8	9	1	495 00	1	1	
Gresham	27	Eva M. Campbell	675 00			62		9	1	450 00			
Gresham R. 2	26	R. Stromberg	510 00			80		9	2	173 00	1	1	
Gresham	4	G. R. Robinson	1,250 00		1,250	266	76	9	5	567 00	4	4	750 00
Gresham R. 2 Jt.	6	C. M. Quicksall	810 00	1		130	4	9	3	570 00			
Gresham R. 3 Jt.	15	Geo. W. Metzger	675 00			61		9	2	608 00			
Hillsdale Jt.	42	M. S. Lovelace	810 00	2		51		9	1	450 00			
Hillsdale	13	Mabelle E. Ross	630 00	2				9	1	495 00			
Hillsdale R. 1	14	Elsie Christensen	675 00	3				9	1	495 00			
Hillsdale R. 2	32	Marle M. Prantz	765 00	1				9	1	510 00			
Lamton	37	Ola Norman	800 00	1		65		9	2	650 00			
Lents	45	Mrs. D. P. Mathews	720 00	2		116		10	2	650 00			
Portland	1	Frank Rigler	4,500 00	16		87		9	2	585 00			
		T. T. Davis			3,000	80	852					33	
		H. H. Herdman Jr.			3,000	30	1357					52	1361 60
		Hopkin Jenkins			3,000	51	955					38	
		Chas. A. Fry			1,300	1029	68	10	23	700 00	4	4	1000 00
						70	8	9	2	585 00	1	1	
St. Johns	2	Chas. H. Boyd	1,800 00	4									
Troutdale	20	W. L. Baird	765 00										
Polk													
Alfred	16	E. M. Haley	720 00			82	11	8	2	410 00	3		
Black Rock	57	Clarence Beeth	585 00			31		9	1	495 00			
Buena Vista	33	W. I. Reynolds	680 00	1		72	14	8	2	420 00	2		
Ballston	9	H. J. Peary	765 00			115	15	9	3	450 00	4	0	
Dallas	2	W. I. Ford	1000 00	3	765	618	82	9	12	495 00	4	5	675 00

Hermiston	112	Lyda A. McDonald	1	585 00	1	585 00	9	1	585 00	4	4	780 00
Milton	31	I. E. Young	4	1500 00	4	1500 00	9	14	594 00	4	4	780 00
Milton	67	J. D. Harrah		600 00		600 00	8	1				
Nolin	28	L. F. Johnson	2	765 00	2	765 00	9	1	675 00	3	1	856 67
Pendleton	16	J. S. Landers	5½	2250 00	5½	2250 00	9	21	686 00	4	8	
Pilot Rock	1	Elizabeth Tonkin	1	900 00	1	900 00	9	2	630 00	2	1	
Slamfield	61	Frank D. Carruth	1	800 00	1	800 00	9	4	675 00	4	1	
Umatilla	6	H. M. Gunn	1	900 00	1	900 00	9	1	720 00	4	1	
Weston	19	Joel Davis	1	1300 00	1	1300 00	9	5	648 00	4	3	855 00
Weston	49			540 00		540 00	9	1	540 00	1	1	
Union												
Cove	15	F. M. Stoler	2	1125 00	2	1125 00	9	6	549 00	4	3	859 50
Elgin	23	Aubrey G. Smith	1	1200 00	1	1200 00	9	10	585 00	4	3	810 00
Imbler	11	O. C. Maxwell	1	900 00	1	900 00	9	3	585 00	2	1	
Island City	10	E. E. Arant	2	900 00	2	900 00	9	3	540 00	3	1	
Ia Grande	1	J. D. Stout	4	2000 00	4	2000 00	9	23	639 00	4	12	900 00
North Powder	8	J. J. Sturgill	4	1200 00	4	1200 00	9	3	562 50	3	1	
Union	5	A. J. Olsen	3	1400 00	3	1400 00	9	10	585 00	4	7	725 00
Wallowa												
Enterprise	21	M. S. Pate	1	2125 00	1	2125 00	9	8	707 00	4	4	828 00
Joseph	6	Rollien Dickerson	1	1170 00	1	1170 00	9	5	618 00	4	3	742 00
Lostine	7	Gene W. Hall	1	900 00	1	900 00	9	4	596 00	2	1	
Wallowa	12	Roy Conklin	2	1400 00	2	1400 00	9	7	618 00	4	3	729 00
Wasco												
Antelope	50	Lillie M. Cudd	1	810 00	1	810 00	9	2	495 00	2	1	
Dufur	29	J. F. Gibson	1	1000 00	1	1000 00	9	4	573 75	1	1	
Mosier	52	J. E. Johnson	1	900 00	1	900 00	9	2	510 00	2	1	
Shamko	67	Louise Riatoul	6	810 00	6	810 00	9	1	675 00			
The Dalles	12	A. C. Strange	5	2100 00	5	2100 00	10	22	722 70	4	6	1,012 50
Tygh Valley	40	A. McLaughlin	1	720 00	1	720 00	9	1	195 00	2	1	
Wamie	42	Mrs. V. A. Driver	1	360 00	1	360 00	6	1	360 00	2	1	
Beaverton	48	J. C. Ryan		810 00		810 00	9	4	555 00	2	2	
Forest Grove	15	Wm. N. Proctor		1250 00		1250 00	9	13	499 42	4	4	632 50
Hillsboro	7	B. W. Barnes	12	1200 00	12	1200 00	9	13	500 00	4	5	675 00
Oreoc	38	R. L. Wann	2	765 00	2	765 00	9	2	540 00			
Sherwood	22	Josephine L. Hyde		560 00		560 00		1	400 00			
Sherwood	88							3	520 00	2	1	
Tigard, Jr	23							3	519 00	1	1	
Wheeler												
Fossil	21	John Blough	3	1350 00	3	1350 00	9	1	675 00	4	3	855 00
Mitchell	17	H. J. Simmons	1	800 00	1	800 00	8	2	620 00	1	1	
Spray	1	James M. Park	1	765 00	1	765 00	9	1	540 00	1	1	
Winloc	2	Mrs. C. Prutchey	2	540 00	2	540 00	9	1	450 00	1	1	
Yamhill												
Amity, R. 1	49	J. A. Bahr		600		600	8	1	560 00	3	1	
Amity, R. 1	4	S. David Titus		900		900	9	3	450 00	4	1	
Carlton	11	Miss Mae Rice					9	4	450 00	4	2	510 00
Dayton	28	James Dodson					9	5	150 00	4	2	585 00
Dundee	3	Nellie F. McNeil		1125	7	1125	8	2	480 00	3	1	480 00
Dayton	27	Lynn Gubser		600		600	9	62				

STATISTICS OF SCHOOLS EMPLOYING MORE THAN ONE TEACHER, 1912-1913—Concluded.

County	Postoffice	Number of district	City superintendent			Principal of high school			Enrollment in all rooms, including High School	Enrollment in High School	Number of months' school during year	Number of associate teachers in grammar school	Average yearly salary of associate teachers in grammar school	Number of years in High School course	No. of teachers teaching classes in H. S.	Average yearly salary of associate teachers in High School
			Name	Annual salary	Years in present position	Name	Annual salary	Years in present position								
Yamhill	Gaston	21				R. M. Burleigh	600	1	50	9	8	1	400 00	4	1	630 00
	Lafayette	22				John B. Hatch	900	10	94	20	9	3	480 00	4	2	630 00
	McMinnville	40			2	H. F. Wilson	1200	1	720	201	9	18	495 00	4	7	560 00
	McMinnville	13	W. R. Rutherford	1800 00		Chas. Gilson	640		45	8	8	1	400 00	2	1	
	McMinnville	78				Mabel Magness	520		58	12	8	1	400 00	2	1	
	Newberg	29	A. C. Stanbrough	1300 00	4	W. L. Arant	765	2	766	173	9	18	495 00	4	7	
	Newberg	9				F. L. Strait	675	2	67	10	9	1	585 00	2	1	
	Newberg	54				John Hanson	675	2	47	6	9	1	495 00	2	1	
	Rex	88				Frank Deach	720	3	86	7	9	7	540 00	4	3	630 00
	Sheridan	48				E. H. Dickson	1125		257	46	9	1	540 00	2	1	
	Springbrook	56				Ethel Keller	520		44	10	8	1	400 00	2	1	
	Willamina	30				C. A. McKee	900		140	17	9	5	540 00	2	1	
	Yamhill	16				C. L. Van Wormer	900	1	107	30	9	3	540 00	2	2	540 00

COMPARATIVE STATISTICS

Showing the educational progress of the State since the organization of the department, 1873.

Year	Number of districts	Average number of months of school during year	Average monthly salary of male teachers	Average monthly salary of female teachers	Whole amount paid to teachers during year	Received from district tax	Received from county tax	Received from State funds	Total amount of school fund received	Value of school property
1873	612	4.5	\$ 47 54	\$ 43 70	\$ 151,944 00	\$ 71,152 00	\$ 80,427 00	\$ 32,420 00	\$ 184,010 00	\$ 322,440 00
1874	680	4.5	45 92	34 46	157,103 00	47,243 00	87,573 00	31,589 00	204,760 00	332,764 00
1875	755	4.1	45 68	33 64	143,962 00	92,035 00	117,132 00	33,367 00	258,871 00	304,737 00
1876	795	4.9	49 20	34 73	181,902 00	57,852 00	122,189 00	31,223 00	269,822 00	442,540 00
1877	750	4.3	47 24	34 87	182,714 00	51,009 00	118,053 00	38,551 00	235,337 00	395,563 00
1878	904	4.6	45 25	34 30	194,571 00	73,456 00	125,704 00	33,237 00	258,785 00	483,058 00
1879	978	4.4	43 90	33 80	205,523 00	81,189 00	119,728 00	48,147 00	351,673 00	520,963 00
1880	1,007	4.5	44 19	33 38	210,429 00	79,562 00	133,477 00	36,940 00	339,080 00	567,863 00
1881	1,037	4.3	42 26	31 72	234,818 00	91,568 00	146,806 00	48,346 00	358,048 00	657,468 00
1882	1,093	4.5	43 95	31 63	249,378 00	102,810 00	141,980 00	59,662 00	385,218 00	684,297 00
1883	1,131	4.3	45 15	33 47	259,370 82	131,356 20	177,181 47	50,984 74	538,798 51	823,409 82
1884	1,206	4.5	46 75	34 45	286,959 55	151,067 16	195,397 90	53,370 96	501,599 95	1,454,506 49
1885	1,336	4.7	48 22	36 96	312,186 37	141,124 48	260,141 81	77,938 48	578,340 96	1,160,433 14
1886	1,371	5	46 20	34 65	375,158 49	131,580 08	260,261 54	75,565 11	901,272 26	1,239,998 00
1887	1,494	4.9	45 78	34 70	413,515 36	165,446 65	286,377 33	85,625 80	669,935 54	1,271,818 06
1888	1,518	5	46 20	36 97	424,936 50	179,785 22	322,243 52	93,448 86	801,638 95	1,395,217 55
1889	1,600	5.3	40 31	36 75	506,594 90	172,639 98	416,911 50	115,364 48	916,407 39	1,533,103 73
1890	1,693	5.9	46 43	38 46	563,593 54	229,471 71	411,765 03	151,187 52	1,062,890 13	1,769,450 41
1891	1,747	5.5	50 08	42 43	644,612 77	278,142 81	479,216 77	164,965 13	1,234,196 18	2,124,801 95
1892	1,826	5.6	51 11	41 91	676,973 93	314,317 89	528,230 55	151,861 54	1,324,797 70	2,494,233 89
1893	1,915	5.3	50 04	41 74	731,869 48	429,664 21	576,147 58	175,504 68	1,449,614 86	2,649,081 85
1894	1,890	5.4	50 00	39 56	825,042 96	63,006 24	522,558 67	162,947 65	1,322,910 41	2,707,182 04
1895	1,953	6.2	46 44	37 88	787,176 69	223,985 22	697,411 69	123,728 33	1,205,100 64	2,797,038 70
1896	1,891	6.3	45 16	37 42	781,967 62	282,719 27	714,921 36	136,457 29	1,284,664 06	2,988,342 17
1897	2,001	6.4	41 75	33 97	782,183 91	203,887 92	651,437 04	137,808 62	1,187,484 19	2,634,576 45
1898	2,014	6.5	42 02	33 75	795,052 29	224,615 48	660,863 11	133,562 04	1,276,775 29	3,374,235 35
1899	2,061	5.7	42 96	34 81	826,385 47	251,536 60	617,061 28	159,423 72	1,327,781 59	2,871,718 34
1900	2,084	5.8	44 46	35 53	898,162 54	399,078 04	821,598 15	203,407 86	1,728,224 90	2,981,443 00
1901	2,094	5.9	45 86	36 09	918,939 74	382,542 34	649,933 22	208,047 67	1,595,987 22	3,008,788 73
1902	2,121	7.2	47 58	37 61	1,317,749 68	776,868 13	1,098,100 19	169,875 45	2,383,074 93	3,561,737 07
1903	2,143	5.8	51 30	40 02	1,049,180 18	572,890 72	756,362 99	214,029 77	2,157,926 60	3,894,083 00
1904	2,169	5.9	54 22	42 05	1,161,348 65	647,224 30	760,667 61	241,234 48	2,464,119 18	4,390,838 19
1905	2,161	6	55 69	43 50	1,270,685 76	794,475 19	860,964 28	239,316 40	2,627,985 66	4,670,979 00
1906	2,174	6.1	60 02	44 95	1,421,914 23	838,330 11	1,078,720 20	257,332 00	2,817,559 97	5,180,584 00
1907	2,203	6.2	63 36	47 11	1,588,043 13	1,003,145 99	1,188,204 94	266,612 26	2,457,993 19	5,731,990 00
1908	2,222	6.3	65 61	50 16	1,719,044 56	1,262,551 38	1,214,372 17	248,488 09	2,725,411 64	7,041,416 00
1909	2,213	6.4	69 25	51 97	2,035,735 98	1,921,123 52	1,216,527 71	254,510 38	3,392,162 61	7,696,444 01
1910	2,266	6.9	73 53	55 05	2,299,689 42	2,346,555 69	1,322,081 93	320,272 27	3,988,909 89	8,624,731 43
1911	2,265	7.1	77 58	57 53	2,659,926 94	3,225,643 09	1,531,944 74	337,122 19	7,966,931 99	10,884,334 20
1912	-----	7.2	82 11	59 96	2,985,617 96	3,604,396 15	1,567,296 26	354,365 73	8,643,700 89	12,389,307 52

SUPERVISORS' REPORT.

	E. W. Dunn, Baker County	C. F. Anderson, Clackamas Co.	Mrs. E. C. Shaw Clackamas Co.	J. E. Calavan, Clackamas Co.	J. L. McCornac, Coos County	E. H. Hedrick, Douglas County	G. W. Ager, Jackson County	D. C. Henry, Jackson County	Goldie VanBibber Lane County	A. K. Mickey, Lane County	Roy C. Andrews, Lane County
School districts	41	33	38	36	35	49	39	34	35	38	41
Rooms in operation during year	46	35	46	40	98	57	43	41	39	52	63
Union high school districts organized during year	2									1	1
Union high schools in operation										1	2
District high schools organized during year										4	
District high schools in operation										5	2
Districts adding grades above the eighth during year	1		1	2	5	2	3	2	1	3	4
Districts with grades above the eighth in operation	2	3		3	6	5		2		2	1
Districts consolidated	1										2
New school houses built		2	1			3	2	1		3	2
Number in which heating plant was installed			1				2	1		1	6
Heating plants previously installed	2		1				1	2		1	2
School houses where window boards were installed	8	11	24	34	5	8	19	9		10	16
Schools where window boards were previously installed	1	7	8	5	5		6	6	2	10	5
Schools in which the system of lighting was improved	3	3		10	6	14	7	2	4	10	9
Number in which sanitary conditions were improved	25	16	21	30	10		6	34	20	15	22
Number where sanitary conditions are not satisfactory	11	8	12	6	10	11	10	38	10	25	24
School districts securing more school ground							5				1
Local meetings held	5	30	10	10	14		25	30	9	5	
Interschool contests	4		10	2	2		11		1	10	
Teachers' meetings held						2		10	3	1	20
Illustrated lectures given											7
Districts in which books were added to the library by other means than the regular tax	1		9	6	5		17	24		4	1258
Children in districts of the third class	1000		1180	1138		1101	1198	935	500	1066	
Children preparing exhibits for local, county, district or State fair		200	300	250			225	97	250	300	
Visits made to schools during year		218	283	280	120	152	175	156	65	206	219
Average length of time devoted to each visit, hours	2.8	2	4	2	2	71	3.6	4.35	4	4	3
Visits made to school officers in their homes	20	144	115	136			98	171	50	100	214

SUPERVISORS' REPORT—Concluded.

School districts	41	50	45	51	38	33	36	96	49	Ida May Smith, Yamhill County
Rooms in operation during year	45	56		51	39	37	41	167	66	
Union high school districts organized during year										
Union high schools in operation										
District high schools organized during year	1	1							2	
District high schools in operation			4						22	
Districts adding grades above the eighth during year					2			6	2	
Districts with grades above the eighth in operation		3	6	2	5	1	3	16	22	
Districts consolidated										
New school houses built	3	1			2	2	1	7	6	
Number in which heating plant was installed			3	5				43	4	
Number of heating plants previously installed			3	1				45		
School houses where window boards were installed	8	29		2	5	2	4	10	16	
Schools where window boards were previously installed	12			6	26	30	12	12	15	
Number in which the system of lighting was improved	4	24		6	6	4	1	2	3	
Number in which sanitary conditions were improved	20	22	16	14	38	26	2	40	46	
Number where sanitary conditions are not satisfactory		70%	15	8	11	6	35	20	10	
School districts securing more school ground				6	3			2	3	
Local meetings held	4	12	17	13				10	7	
Interschool contests	1		1	6				3	3	
Teachers' meetings held			2	4				6		
Illustrated lectures given			22		2			5		
Districts in which books were added to the library by other means than the regular tax						2				
Children in districts of the third class	8		1	15	1	6	1	10	7	
Children preparing exhibits for local, county, district or State fair	729		2858	3743	613	503	1102	5167	1105	
Visits made to schools during year	96	600	500	500		150	100	800	5009	
Average length of time devoted to each visit, hours	183	257	312	227	400	300	318	500	101	
Visits made to school officers in their homes	59	2.7	2.45	2	2.30	2.30	2.30	2	3	
		109	21	7	235	128	29	100	25	

STATE SCHOOLS OF OREGON

UNIVERSITY OF OREGON

THE BOARD OF REGENTS

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Hon. Nehemiah L. Butler, *Dallas*.....April 15, 1911
Hon. James W. Hamilton, *Roseburg*.....April 1, 1913
Hon. Cyrus A. Dolph, *Portland*.....April 15, 1915
Hon. William Smith, *Baker City*.....April 15, 1915
Hon. Frederick V. Holman, *Portland*.....April 15, 1915
Hon. R. S. Bean, *Portland*.....April 15, 1917
Hon. Milton A. Miller, *Lebanon*.....April 15, 1917
Hon. Samson H. Friendly, *Eugene*.....April 15, 1919
Hon. W. K. Newell, *Gaston*.....April 15, 1921
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ADMINISTRATIVE OFFICERS

THE UNIVERSITY.

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THE COLLEGES AND SCHOOLS.

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Edward Hiram McAlister, M. A.....*Dean of College of Engineering*
Charles J. C. Bennett, Ph. D.....*Dean of School of Education*
Simeon Edward Josephi, M. D.....*Dean of School of Medicine*
C. U. Gantenbein, LL. B.....*Dean of School of Law*
Mary G. Morgan*Acting Dean of School of Music*
Ruth Guppy*Dean of Women*

THE LIBRARY AND GYMNASIUM.

M. H. Douglass	<i>Librarian</i>
William L. Hayward	<i>Director of Men's Gymnasium</i>
Bertha S. Stuart, M. D.	<i>Director of Women's Gymnasium</i>

THE UNIVERSITY.

The University of Oregon comprises the following colleges and schools:

The Graduate School.

The College of Literature, Science and the Arts:

General courses in Liberal Arts, including the departments of Botany, Zoology, Chemistry, Economics and Sociology, Politics, Rhetoric and American Literature, English Language and Early English Literature, Modern English Literature, Geology, French, German, Journalism, Spanish, Italian, Greek, Latin, History, Mathematics, Education, Philosophy, Physical Education, Physics, and Psychology.

Special courses, including Course Preparatory to Medicine and Dentistry.

Course Preparatory to Law.

School of Commerce.

The College of Engineering:

Civil Engineering.

Electrical Engineering.

Railroad Engineering.

Chemical Engineering.

The School of Education:

A four years' course.

The Summer School:

A six weeks' course.

The Correspondence School.

The School of Music:

General courses in Theory and Harmony.

Piano.

Voice.

Violin.

The School of Medicine (at Portland):

A four years' course.

The School of Law (at Portland):

A three years' course.

The Graduate School.—In each of the colleges there are advanced courses leading to graduate degrees. These courses are open to graduates of any reputable college, upon presentation of diploma, provided the preparation of the candidate is satisfactory to the Graduate Council.

The College of Literature, Science and the Arts contains the general groups of studies leading to the degree of Bachelor of Arts. Each group covers four years.

The School of Commerce will offer a four years' course, with special reference to administration of large commercial and manufacturing interests.

The College of Science and Engineering contains the courses in science and engineering that lead to the degrees of Bachelor of Science, and Civil, Electrical, and Chemical Engineer. The courses cover four and five years.

The courses preparatory to medicine and dentistry cover four years and prepare students for the School of Medicine of the University of Oregon and other standard schools. The course enables students to

anticipate one year of the course in the Schools of Medicine and Dentistry.

The School of Education aims (1) to train teachers for the High Schools of Oregon (2) to train supervisors, principals, and superintendents, who, in addition to the mastery of elementary methods required by the Normal Schools, need an acquaintance with certain social, economic and educational data which can be obtained only in institutions of college rank, (3) to acquaint the students of the University with the information necessary to the solution of the chief educational problems.

The Summer School.—The principal reason for the organization of the summer session at the University of Oregon is for the aid it may render in the general education of the people of the State. The University believes this may be accomplished in no better way than by promoting the efficiency of the public school teachers by offering instruction during part of the summer suitable to their needs and by placing its valuable equipment at their service. An excellent opportunity is given superintendents, principals and teachers to meet those from other parts of the State to their mutual benefit.

The Correspondence School.—The constant aim of the regents has been to make the University serve the people of the State to the fullest possible extent—to give every man a chance to get the highest education at the smallest practical cost—to bring the University and the home in close touch. A step of very great importance in accomplishing this has been the establishment of the correspondence department. College credit is given on the satisfactory completion of correspondence work, if desired.

The School of Music offers instruction in various branches of instrumental and vocal music and in the theory of music.

The School of Medicine offers a course covering four years, one of which may be anticipated by the courses preparatory to medicine. The degree M. D. follows the course in the School of Medicine.

The School of Law offers a two years' course leading to the degree of Bachelor of Law.

HISTORY AND ORGANIZATION.

The University of Oregon is an integral part of the public school system of the State, and embraces (exclusive of the Graduate School) the thirteenth, fourteenth, fifteenth, and sixteenth grades of the public school system. The University simply finishes the work begun in the grammar and public schools and continued in the high schools.

Practically the institution opens its doors to all the sons and daughters of the State, and to all students, wherever their homes, without discrimination. The broad, helpful spirit of a real university is seen in its organization and its provisions for meeting as many of the needs of the young men and women of the State as possible, provided only they are prepared for the courses offered.

The University of Oregon was founded by legislative act in 1872, by which act the University was located at Eugene. Regular instruction began in 1876. Eugene is 123 miles south of Portland, on the Willamette River and at the head of the Willamette Valley. It is on the direct line of the Southern Pacific railroad. Eugene is the county seat of Lane County, has 12,000 population, a large high school and excellent grammar schools. The church and society privileges for students are excellent, and the cost of living is low. There are no saloons in Eugene.

GROUND.

The University grounds are situated about one mile southeast of the center of the city. Electric cars pass the campus every few minutes,

giving easy communication with the business section and other parts of the city. The campus contains 80 acres of land, about evenly divided into two sections by East Thirteenth street. On the north campus are located the main University buildings; on the south campus, the girls' dormitories, the President's house, and the athletic field. The buildings are situated on the natural rise of ground overlooking the city. Native and exotic trees and plants are interspersed here and there with rose hedges and flower gardens. The whole is a beautifully kept lawn, with handsome walks and drives, and is one of the beauty spots of the State. The Willamette River flows along its northern border and the snow-covered Three Sisters and the peaks of the Coast Range are in full view.

GENERAL INFORMATION.

The University year consists of forty weeks, beginning in 1912 on Tuesday, the 17th of September. Commencement day occurs on Wednesday, June 18, 1913. The year is divided into two semesters of twenty weeks each.

REGISTRATION.

Students are required to present themselves on the proper days at the office of the Registrar, in Villard Hall, for the purpose of registration. By a rule of the board of regents, no student can register without having first paid the incidental fee. Students will register for the number of hours required in their course.

TUITION AND FEES.

There is no tuition at the University of Oregon. The incidental fee, payable each year by students in all departments of the University is \$10. There is also student-body tax of \$5.00 per year for the support of student enterprises. The fees in the School of Music vary with the instruction.

A diploma fee of \$10 is charged for the first degree taken, and of \$10 for each succeeding degree. The rules prescribe that no person shall be recommended for a degree until he has paid all dues, including the diploma fee.

LABORATORY FEES.

In all laboratory courses, in whatever department, a deposit is required to cover waste and breakage. At the end of the year the balance of the deposit, over and above waste and breakage, will be returned to the student. The amount of the deposit varies according to the courses taken.

GENERAL EXPENSES.

Comparative statement of student's expenses for the academic year, from September to June:

	<i>Low</i>	<i>Average</i>	<i>Liberal</i>
Incidental Fee	\$ 10.00	\$ 10.00	\$ 10.00
Student Body Tax	5.00	5.00	5.00
Board and Room	162.00	192.00	270.00
Sundries	33.00	93.00	115.00
	<u>\$210.00</u>	<u>\$300.00</u>	<u>\$400.00</u>

The expenses of one person for a year vary according to the circumstances of the case, but, as will be seen from the above statement, are

in general very low. The following estimate is probably substantially correct: Room from \$0.75 to \$3.00 per week; board from \$3.50 to \$5.00 per week; board and room in Men's Dormitory, \$4.00 per week; board and room in Women's Dormitory, approximately \$4.50 and \$5.00 per week; books from \$5.00 to \$12.00 per year. Students often rent rooms and do light housekeeping, thus reducing the cost of living to a very low point.

SELF-SUPPORT.

Seventy per cent of the men attending the University are either wholly or partly earning their own way by work in the summers and work done during the college year. Eugene is a rapidly growing town of 12,000 inhabitants, whose citizens are friendly to the University and take pleasure in affording to students the opportunity to earn their necessary expenses. The work available during the session consists of janitor work, typewriting, reporting, tutoring, waiting on table, clerking, clothes pressing, odd jobs, etc. The Y. M. C. A. conducts a free labor bureau, which is at the service of the students. The demand for student help is usually larger than the supply.

REQUIREMENTS FOR ENTRANCE TO THE UNIVERSITY.

For entrance to the freshman class, fifteen units will be required; *provided*, that conditions amounting to two units may be allowed, if the applicant's work is otherwise satisfactory.

A unit means a study running one year (thirty-six weeks) five times a week, with recitations forty minutes long.

	Units.
English	3
Algebra (Wells' Essentials)	1½
Geometry, Plane	1
History	1
Physics	1
Foreign Language	2
	<hr/>
	9½

The balance of the fifteen units must be made up from the following:

	Units.
Latin	1 or 2
German	1 or 2
Botany	1
Physics or Chemistry	1
History, Modern	1
History, American and Constitution	1
Zoology	½
Astronomy	½
Geology	½
Physiology	½
Higher Arithmetic	½
Elementary Political Economy	½
Bookkeeping	½
Drawing, mechanical or free hand	½
By combining any two	1

THE COLLEGE.

The University has adopted practically a free elective system of undergraduate study, with a major requirement not to exceed one-third of the one hundred and twenty semester hours necessary for graduation. The only specific requirements, besides the major, are six semester hours of English Composition, four semester hours of gymnasium work, and two year-courses in some language other than English.

REQUIREMENTS FOR GRADUATION.

The degree of Bachelor of Arts is conferred upon students of the College of Literature, Science, and the Arts, who have been in residence at least one academic year, and who have secured one hundred and twenty semester hours of credit, exclusive of physical training; but the degree of Bachelor of Science may be conferred upon students conforming to the requirements enumerated above and electing majors in Natural Science or Mathematics; *provided*, that written request for this degree be filed with the Registrar of the University at least thirty days before the date upon which the degree is to be granted.

THE GRADUATE SCHOOL.

The Graduate School in the different departments adapts its work to the needs:

1. Of those desiring to fit themselves for higher positions in the work of education and who as preparation for this work seek to specialize along definite lines.

2. Of those desiring to utilize the opportunities offered by the University to gain greater proficiency in other lines of professional activity or public service.

3. Of those competent to undertake research problems in any department of study and to be of service in the advancement of knowledge. Provision has been made for the publication under the auspices of the University of the results of especially meritorious work of this kind.

The University now offers the following advanced degrees: Master of Arts, Master of Science, Civil Engineer, Electrical Engineer, Chemical Engineer, Mining Engineer.

PUBLICATIONS.

The University of Oregon bulletins are published monthly. They furnish definite information in regard to the current work of the University, including the results of special research undertaken by the various departments. They are sent free on application to the Registrar.

The Oregon Emerald is published three times a week during the college year by the student body of the University. The paper is devoted to general college news, and aims to keep the students, faculty, and alumni posted concerning the every-day happenings at the University and neighboring institutions. The staff consists of an editor-in-chief, with associate editors, and a managing editor, with assistants. The various members of the staff are elected at the beginning of each semester.

The University of Oregon Monthly is a monthly magazine published by the student body of the University. It is confined to literary articles written by students, alumni, and other persons connected with the institution. The aim of the Monthly is to arouse and cultivate among the students practical literary ability; and also to serve as a medium between the University and its alumni.

For catalogue of the University, address Registrar, University of Oregon, Eugene, Oregon.

THE OREGON AGRICULTURAL COLLEGE

Corvallis, Oregon.

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APPOINTED BY THE GOVERNOR.

Mrs. Clara H. Waldo, <i>Portland</i>	1915
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Grant Adelbert Covell, M. E.	
.....	<i>Dean of the School of Engineering and Mechanic Arts</i>
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Preceptress of Women's Dormitory.	
Henrietta Willard Calvin, S. B.....	
.....	<i>Dean of the School of Domestic Science and Art</i>
Professor of Domestic Science.	
Ralph Dorn Hetzel, A. B., LL. B.....	<i>Director of Extension Work</i>
Professor of Public Speaking.	

PURPOSE AND SCOPE.

A Federal as well as a State institution, the Oregon Agricultural College is in harmony with the spirit and policy of the best land-grant colleges of the United States. While it is under the supervision of the State, it receives its support in part from the Federal Government. The leading object of the college, to quote the words of Senator Morrill, framer of the Congressional Act which endowed the agricultural and mechanical colleges, is "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." Its fundamental purpose is to offer an opportunity "for a liberal and larger education to larger numbers, not merely to those destined to sedentary professions, but to those much needing higher instruction for the world's business, for the industrial pursuits and professions of life." Its field, therefore, is to provide both a technical and liberal education—an education for skill and efficiency, but for culture as well. The distinctive technical work covers the three great fields—production, manufacture, and commerce. Special attention is given to the application of science; all the practical work in the laboratories, the shops, and the orchards, and the experimental work on the farm, is based on scientific principles. While the industrial or technical work is emphasized, the importance of a thorough general training of mind development and culture is recognized throughout the institution. The work, therefore, covers a broad field, including technical courses in agriculture, forestry, engineering, and mechanic arts, domestic science and art, commerce, and pharmacy, together with the necessary training in the basic subjects of mathematics and the natural and physical sciences; but including also the general training in language, literature, history, and civics which constitute an essential part of a liberal education. In all the work of the institution, the principle is recognized that the *man* and the *woman* come before the vocation or profession; and that the object of instruction is to develop high ideals of manhood and womanhood, to foster all that makes for right living and good citizenship. The scope and purpose of the college, in short, to revert again to the words of Senator Morrill, is to provide an education which shall "prove useful in building up a great nation—great in its resources of wealth and power but greatest of all in the aggregate of its intelligence and virtue."

COURSES OF STUDY.

The Oregon Agricultural College offers the following courses of study, each of which extends over four years, and leads to the degree of Bachelor of Science:

I. *Agriculture*, offering major courses in—

- (a) Agricultural Chemistry,
- (b) Agronomy,
- (c) Animal Husbandry,
- (d) Bacteriology,
- (e) Dairy Husbandry,
- (f) Entomology,
- (g) Horticulture,
- (h) Plant Pathology,
- (i) Poultry Husbandry;

II. *Forestry*;III. *Domestic Science and Art*;

IV. *Engineering*, offering major courses in—

- (a) Civil Engineering,
- (b) Electrical Engineering,
- (c) Mechanical Engineering,
- (d) Mining Engineering;

V. *Commerce*;VI. *Pharmacy*.

In addition to the above courses, leading to a degree, provision has been made for the following secondary courses:

Two-year courses in Agriculture, Forestry, Mechanic Arts, Domestic Science and Art, Commerce, and Pharmacy. A half-year course in Dairying.

During the year there are also offered the following short courses: A four-week course in Agronomy, Animal Husbandry, Horticulture, Dairying, Forest Rangers, Domestic Science and Art; Farmers' Week; a six-week Summer School.

The secondary courses are strictly vocational, although as much attention as possible is given to elementary science, and to mathematics, English, history, and drawing. The main purpose in their establishment is to give such information and training as will be of the greatest possible value to those who cannot continue their work through the regular degree courses. In each course, students are allowed to take the special subjects in which they have the greatest individual interest. A brief outline of what the courses include will show their practical utility. The work in Agriculture includes such subjects as soils and field crops, irrigation and drainage, dairying, live stock, fruit growing, fruit pests, and gardening; in Forestry, elementary studies relating to the forest service, forest productions and industries, and to the management of forest properties; in Domestic Science and Art, cooking, marketing, plain sewing, millinery, dressmaking, house sanitation, hygiene, and home nursing; in Commerce, stenography, typewriting, and accounting; and in Mechanic Arts, such handicrafts as carpentry, cabinet making, blacksmithing, machine work, foundry work, steam fitting, plumbing, and electrical construction.

The Winter Short Courses, established sixteen years ago, have proved increasingly popular. Fifteen hundred people, with ages ranging from sixteen to over seventy five, attended these courses in 1911.

ADMISSION.

Good moral character is a requisite for admission. Students from other colleges or universities are required to furnish from these institutions certificates of honorable dismissal.

SECONDARY COURSES.

To enter these courses, applicants must have completed the work required in the eighth grade of the public schools, and should have on file at the Registrar's office the eighth grade diploma. Secondary courses are maintained for the benefit of those students who desire industrial training; and no one will be admitted to them except those who live in parts of the State where no provision is made in the public schools for industrial work. The minimum age of those entering the Secondary courses in Agriculture, Forestry, Mechanic Arts, Domestic Science and Art, is fifteen years. Those entering as special students must be at least eighteen years of age.

DEGREE COURSES.

For admission to the freshman class in any course in the college, the applicant must be at least sixteen years of age and must have completed all the subjects prescribed in the first and second years of the Oregon State High School Course, or their equivalent, and should have on file at the Registrar's office a certificate of record showing work completed in the high school.

The following credits are entrance requirements for admission to the freshman year: English 2, Algebra $1\frac{1}{2}$, Plane Geometry 1, Electives $4\frac{1}{2}$. A credit represents the work of thirty-six weeks with five recitations a week and forty-five minutes to the recitation. Certificates from accredited high schools and academies will be accepted in lieu of examinations. Students who have completed any of the Secondary industrial courses offered by the college may be admitted without examination to the corresponding degree courses.

STUDENT EXPENSES.

Tuition is free. An annual entrance fee of \$5.00 is charged; the fee for entrance to the winter short courses is \$1.00; a diploma fee of \$5.00 and a fee of \$1.00 for binding the graduation thesis is charged upon graduation; an incidental, or student, fee of \$2.00; payable at the beginning of each semester, is required of all students.

Nominal fees are charged in most of the laboratory courses, varying from \$2.00 to \$10.00 per year, depending upon the course pursued and the kind and grade of work being done.

Through all its agencies of extension, the college has come into actual touch, during the past biennium, with 118,370 Oregonians. In addition to this, the college has published and distributed throughout the State three bulletins, in issues of 50,000 each, a phase of extension work made possible by the financial assistance of the Oregon Bankers' Association, the Portland Union Stock Yards, the Portland Commercial Club, and the office of the State Superintendent of Public Instruction.

OREGON NORMAL SCHOOL

Monmouth, Oregon.

BOARD OF REGENTS OF NORMAL SCHOOLS.

REGENTS EX-OFFICIO.

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L. R. Alderman, <i>Superintendent of Public Instruction</i>	Salem

REGENTS BY APPOINTMENT.

Stephen Jewell, <i>Grants Pass</i>	July 1, 1913
C. E. Spence, <i>Oregon City</i>	July 1, 1914
E. Hofer, <i>Salem</i>	July 1, 1915
W. C. Bryant, <i>Moro</i>	July 1, 1916
Cornelia Marvin, <i>Salem</i>	July 1, 1917
Henry J. Maier, <i>The Dalles</i>	July 1, 1918

OFFICERS OF THE BOARD.

Oswald West, <i>President</i>	J. H. Ackerman, <i>Secretary</i> .
President of the Faculty.....	J. H. Ackerman, Monmouth

GENERAL INFORMATION.

COURSES OF STUDY.

A. Standard Normal Course.

(a) *Entrance*.—Minimum requirement shall be the completion of the ninth grade or its equivalent.

(b) *Graduation*.—The completion of the four years of the secondary school and two years additional work, including a thorough review of the common branches, and training in the practice school. It is practically a five-year course above the ninth grade. The total attendance for graduation in a secondary school and in the Normal School shall be two hundred and sixteen weeks above the eighth grade, at least thirty-six of which shall be the Oregon Normal School; provided that the Normal School may accept satisfactory credits covering twenty weeks above the eighth grade.

(c) *Certification*.—The Superintendent of Public Instruction shall issue certificates to graduates from the Standard Normal Course as follows:

1. A one-year State certificate shall be issued without examination, upon application, to graduates of standard normal courses, authorizing them to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon.

2. The holder of a one-year State certificate, issued in accordance with the provisions of paragraph 1, shall, after six months' successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a five-year State certificate without examination, authorizing him to teach in any grammar school or in any one-year, two-year, or three year high school in Oregon.

3. The holder of a five-year State certificate, issued in accordance with the provisions of paragraph 2, shall, after thirty months successful teaching experience in this State, and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive a life State certificate authorizing him to teach in any grammar school or in any one-year, two-year, or three-year high school in Oregon, provided, that he shall receive a life State certificate authorizing him to teach in any of the schools of this State upon the completion of two years work in a standard college or university; provided, that, if, at any time, the course of study of the Oregon Normal School meets the requirements of standard colleges, then the graduate of the standard college course of the Oregon Normal School shall receive a life State certificate entitling him to teach in any school in this State.

The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section, secured in accordance with the provisions of this section is authorized to act as a city superintendent of schools of any city in this State.

B. Supervisors' Course:

The work of supervision is coming to be recognized as special work. Those who are to do such work are expected to be especially fitted for it, and the county supervision law, recently enacted, opens up another important field for the trained supervisor.

The Supervisors' Course is designed to meet the needs of all such persons. The person taking the course may be excused from a part of the observation and practice work in the training school, and take in lieu thereof the work in administration.

The requirements, time limits, and certificate advantages are the same as for the standard course. In addition to this, the school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed the supervisors' course, which certificate should be of great service in securing supervisory positions.

The pedagogical work of this course will be given by the president of the school, the head of the department of education, and the principal of the training school.

C. Elementary Course:

(a) *General Statement*.—This course practically parallels that provided by law for training classes in high schools, with the distinguishing difference that much more work is required, both in observation and practice, than is required by law for high school classes.

(b) *Entrance*.—Minimum requirement shall be the completion of the ninth grade or its equivalent.

(c) *Attendance*.—The total attendance in a secondary school and in the Normal School shall be one hundred and forty-four weeks above the eighth grade, at least thirty-six of which shall be at the Oregon Normal School, provided that the normal school may accept satisfactory credits covering twenty weeks above the eighth grade. This course is practically a three-year course.

(d) *Graduation*.—The completion of the four years of work of the secondary school, and also the work required in education and the observation and practice work in the training school.

(e) *Certification*.—The State Superintendent of Public Instruction shall grant a one-year State certificate without examination to graduates who have completed the elementary course.

A one-year State certificate granted in consequence of such graduation may be renewed only once, when the holder thereof has presented satisfactory evidence of having successfully taught six months during the life of such certificate.

D. Rural School Course:

A professional course giving special training for work in rural schools. It has been but recently that normal schools have recognized the special needs of the rural schools. In line with this thought this course is offered.

(a) *Admission Requirements*.—(1) Completion of ninth grade.

(b) *Course Comprises*.—(1) Review of common school subjects with methods of teaching the same; (2) Rural Sociology; (3) Rural School Management; (4) Rural Science (Elementary Agriculture, School Gardening and Nature Study), and (5) The observation of a model rural school.

(c) *Certification*.—Same as for Elementary Course. The school will give to those who complete this course a special certificate setting forth the fact that the holder thereof has completed this course, which certificate should aid in securing better positions and salaries.

E. Primary Course:

A professional course giving special training for primary work.

(a) *Admission Requirements*.—(1) Completion of the ninth grade.

(b) *Certification*.—Same as for Elementary Course. The school will give to those who complete this course a special certificate, setting forth the fact that the holder thereof has completed this course, which certificate, it is hoped, will be so valued by school authorities as to materially aid in securing better positions and salaries.

F. Domestic Science Course and Art.

This course is intended to fit teachers to teach such subjects in rural schools, small graded schools, and in city systems as assistants to regular

supervisors. The details of the course will be worked out later by the head of the department, and the department will be ready for receiving classes the beginning of the fall term.

Certification—Same as for Elementary Course.

I. Library Course:

Provision has been made for immediate purchase of an excellent professional library for teachers and for substantial additions to the general collection.

The library is in charge of a trained librarian who will conduct classes in the use and care of school libraries, with library practice work throughout the course. The object is not to train librarians, but to train teachers to use libraries intelligently, and to care for the school libraries which are provided for under the Oregon school library law. It is expected that students will become familiar with the best books for children.

The library course of study will include the following topics: How to use a library, the intelligent use of a book, the value and use of general reference books, reference books of special value to teachers, government and State publications, periodicals, principles of selection for children's books, the direction of children's reading, the selection and use of supplementary reading for school work, the care of a school library, the library and the school.

(a) *Admission Requirements*.—Same as for Primary Course.

(b) *Certification*.—Same as for Elementary Course.

The minimum entrance requirements as printed in these courses will be maintained until September, 1913, at which time the minimum requirements will be the completion of the tenth grade or its equivalent.

PURPOSE AND SCOPE.

The Oregon Normal School was re-established by an initiative vote of the people in 1910 by which a continuing fund of 1-25 of a mill was granted which makes an ample fund for the maintenance of the school and at the same time insures a permanency in its continuance which is very satisfactory. The object and purpose of the school shall be to give instruction to both sexes in the science and art of teaching. With this broad but well defined mission the Oregon Normal School offers to the young people of the State superior educational advantages.

The wide demand for trained teachers is based upon an inherent need in this day and generation for more skill and knowledge in all forms of labor, manual and professional. Realizing the need of a more adequate preparation for the everyday duties of the school-room as well as for formal culture, the people of Oregon by their initiative vote have planted this institution at a strategic point in the center of the Willamette Valley and equipped it to give the many-sided and broad preparation for the profession of teaching.

FACULTY.

There is a strong faculty of seventeen persons thoroughly qualified for the work of training teachers in all lines of work.

BUILDING AND EQUIPMENT.

The main building is a large brick structure, well adapted to the work of the Normal School. It includes twenty class rooms and laboratories, library and an assembly hall with a seating capacity of 600. It is heated by steam and lighted by electricity.

The gymnasium is a frame building, well equipped with hot and cold baths, dressing rooms, and a good sized floor suitable for instruction purposes and the playing of such games as basket ball, indoor ball, hand ball and the like.

The two rural school buildings, while not on the campus, are to all intents and purposes a part of the Normal School equipment.

A \$50,000 dormitory is now in course of erection.

The lower floor of the new \$20,000 public school building, at Monmouth, is used for training school purposes.

TRAINING SCHOOL.

The Training School consists of the eight elementary grades of the public schools of Monmouth and is located on the first floor of the new \$20,000 public school building. The rooms are commodious, well lighted, heated and ventilated. Drinking water is supplied through sanitary fountains. Toilet rooms for girls and for boys are conveniently located and well furnished. The pupils in the Training School have access to the library, to the gymnasium, to the art room and to the music room for instruction and material. A well equipped play ground is provided and the games played thereon are carefully supervised by the Department of Physical Education. There is furnished, also, a large supply of reference and supplementary books, as well as up to date apparatus.

The purpose of the Training School is to educate children. This is the supreme purpose of the school and nothing will be permitted that interferes with this. It serves as a model school in which to observe the best teaching for the purpose of seeing what it has that will be helpful to the student-teacher. It gives an opportunity to note the application of the principles of education upon which all good teaching is based. It also enables the student-teacher to have sufficient teaching experience under experienced instructors as shall form correct teaching habits and give a mastery of those educational principles as will insure future growth.

To secure these each student is required to observe and teach throughout the last year of his course under conditions which duplicate in all essentials those found in the public schools of the State. No one is allowed to graduate who has not passed this test and been found capable in discipline and efficient in instruction. The school is maintained jointly by the State and the local school district. It is supplied with a Principal and four Critic Teachers.

The Heads of the Departments of Music, Art and Physical Education have full charge in the Training School of the work of their respective departments. The Training School is an actual public school, composed of pupils under the usual conditions and with the usual problems to be found in public schools, so that the experience gained here is of direct and all-around value in the preparation of the student for future work.

The course of study is the same as that prescribed for the State of Oregon, with such enrichment as is possible under favorable environment, with liberal equipment, and with a strong staff of teachers and supervisors.

The aim of the Training School is not to be different from the public schools, but to be like the best of them. A consistent and firm adherence to this ideal, it is firmly believed, will at the same time best conserve the interests of the children in the school, and furnish to the students of the Normal a most adequate preparation for their work. As has been

before intimated, the normal school will endeavor to help solve the "Rural School Problem" by making it a careful study, and so adapting the work of the school as to meet the every-day working conditions of such schools.

For illustrated catalogue and more detailed information address President, Oregon Normal School, Monmouth, Oregon.

OREGON SCHOOL FOR THE BLIND.

LOCATION.

The institution is located at Salem, where it has been provided, by the generosity of the State, with beautiful grounds, convenient buildings and suitable apparatus for the instruction of the blind. It would be difficult to find a more beautiful or convenient site than the grounds on which the school is situated. It is only a few blocks distant from churches, lecture halls, and the business part of the capital city, yet it is isolated from it by a stream, thus affording pupils the advantages and privileges of city life with the quiet of a country home. The building stands in a natural grove of oak trees, and the grounds have been further beautified with shrubs and flowers.

The aim and purpose of the Oregon Institute for the Blind is to furnish an education and training in some useful occupation to all children, who on account of defective sight, are unable to secure an education in the public schools of the State.

The school seeks through systematic training to develop the student so that they may become manly men and womanly women, and ever holds before them the ideal of self-dependence.

The school is an educational institution in the broadest sense of the word, and not, as some suppose, an asylum, or hospital for the afflicted.

Children who are residents of the State are entitled to the benefits of the school free of expense.

Pupils who are not residents of the State may be received on the payment of \$250.00 annually in advance.

OREGON SCHOOL FOR DEAF

Salem, Oregon.

BOARD OF TRUSTEES.

His Excellency, Oswald West, <i>Governor</i>	Salem
Hon. Ben W. Olcott, <i>Secretary of State</i>	Salem
Hon. L. E. Alderman, <i>Superintendent of Public Instruction</i>	Salem

GENERAL INFORMATION

LOCATION.

The School for Deaf is located on the Oregon Electric Railroad adjoining the city limits of Salem on the north. It is about ten minutes walk from the Fair Grounds station of the Southern Pacific, and from the city car lines.

OBJECT OF THE SCHOOL.

The purpose of the school is to educate and thoroughly equip the deaf youth of the State for independent and intelligent citizenship. It is in no respect a home, asylum, or charitable institution for the care of deaf persons, nor a hospital for the treatment of diseased conditions that impair the hearing. Feeble-minded children, whether merely dumb, or both deaf and dumb, cannot be admitted. Deaf children of sound mind have exactly the same right to attend that children whose hearing is perfect have to attend the public school.

IMPORTANCE OF THE WORK.

Education is of peculiarly vital importance to the deaf. The hearing child growing up without a knowledge of letters, yet has a command of verbal language by which he can express his own thoughts, readily learn much from others, and develop mentally. But the wholly uneducated deaf child, with no language but a few gestures, rapidly becomes mentally and spiritually starved and stunted, incapable of intelligent self-direction, a burden upon the economic and often a danger to the moral welfare of society. In recognition of these facts the law of the State makes the education of the deaf compulsory, and liberal provision is made for the proper accomplishment of the work.

DIFFICULTIES OF THE WORK.

It is the universal experience of teachers that the thorough education of the deaf is an exceedingly difficult task, even under the most favorable conditions. These imply early and regular attendance at school, and intelligent encouragement to learn as much as possible at home. They also require that only specially trained teachers, familiar with the deaf, well educated, patient, and devoted to their work, shall be employed; that the classes be very small, and that the whole atmosphere and organization of the school, inspire and re-enforce the work of the school rooms.

METHODS OF INSTRUCTION.

The most approved modern methods of giving the deaf child a command of speech and written language are employed. While mental development and the acquisition of language are considered fundamental, the most careful attention is devoted to instruction in speech and speech-reading, both for their direct utility as a means of communication and their great value as an aid in mental development. The sign or gesture language is never taught, but the deaf acquire and use it among themselves with such avidity, that only by harsh and severely restrictive measures could its use be prohibited. Without attempting wholly to prohibit them, constant efforts are made to restrict the use of signs and thus encourage the use of verbal language, spoken, manually spelled, or written.

THE COURSE OF STUDY.

The course of study approximates that of the public schools in the upper grades, but necessarily differs greatly in the primary department. Here all teaching has primarily in view development of the pupils' ability to use verbal language, by speech, lip-reading, finger-spelling, or writing, but especially speech. After a foundation knowledge of

language has been secured, instruction in the ordinary public school studies is comparatively easy. Students desiring to enter the National College for the Deaf at Washington, D. C., are prepared for the required examinations in Latin, algebra, and English.

VOCATIONAL TRAINING.

This is a subject of paramount importance in the school's work. Three hours a day including Saturdays by the boys and two and a half hours by the girls are devoted to this part of their training.

Instruction in wood work is given in a well equipped shop, supplied with electric motors, planing machine, circular saws, band saw, turning lathe, and other machines. Typesetting, press and job work are taught in the printing office from which is issued an eight-page semi-monthly school paper and all printing needed by the school. Much attention is being devoted to instruction in agriculture. Forty acres of fine farm and garden land with a new and strictly modern dairy barn, a poultry yard, and orchard, etc., afford exceptional opportunity for this line of work. Practically all vegetables, milk, and fruit needed are produced for the use of the school. In addition to the general garden work, individual plats are furnished especially for the younger children, in which to work, experiment, and observe.

For the girls special teachers of sewing and of cooking are employed, and very careful and thorough work is done in the domestic training of future home makers.

FOOD, CARE, DISCIPLINE, SOCIAL AND MORAL TRAINING.

Excellent and abundant fare is furnished the pupils, the produce of the farm, garden, and orchard being a material aid to this end. The health of the school and all needful sanitary precautions are most carefully looked after by physicians and a trained nurse. Discipline is persistent and persuasive but not severe. A system of self-government in many directions has been inaugurated with excellent results. Habits of system, regularity, neatness, cleanliness, and politeness are inculcated at all times. Active Christian Endeavor and literary societies are maintained by the pupils. Religious instruction, wholly non-sectarian, is given by the teachers in the Sunday school. The school owns a moving picture machine and weekly entertainments are given with carefully selected films. Saturday night lectures or talks are given once a month by teachers or persons invited for the occasion, on topics of special interest to the pupils. Reading matter is furnished by the School library of over 1000 volumes, most of them new. Field and athletic sports are heartily encouraged, a gymnasium for basket ball and indoor sports having been provided.

RECENT PROGRESS.

During the past two years the material equipment of the school has been greatly improved. By completion of a dormitory building additional capacity for forty pupils has been provided and facilities for separating the little boys and girls from the older ones. A three story frame building has been remodeled to provide a gymnasium and enlarged quarters for trades instruction. A new dairy barn with all modern improvements, and a brick isolation hospital for contagious diseases have been built. About thirty acres of swampy brush land have been cleared, tile drained, and planted with highly satisfactory results.

NOT SENT TO SCHOOL.

Through ignorance of the school, or for other reasons, there are in almost every community deaf persons who have grown to manhood or womanhood unable to express their simplest wants in verbal language, ignorant, dependent, mentally and spiritually starved and stunted from a lack of education. No cause was ever more sacred than seeing that there are as few such cases as possible. Any person knowing of a deaf child not attending school, may confer an inestimable blessing upon the child, by writing the undersigned, and using the utmost endeavor to persuade the parents to visit the school and learn what may be done for their child.

E. S. TILLINGHAST, *Superintendent.*

CATHOLIC SCHOOLS OF OREGON.

REPORT OF THE CATHOLIC SCHOOLS OF OREGON.	No. of Teachers	Enrollment of Boys	Enrollment of Girls	Total	Average Daily attendance	Grammar grad- uates June '12	High Sch'l grad- uates, June, '12
Mary's Academy, Portland	22	429	429	392	22	15	
Holy Redeemer, Portland	5	46	67	113	88	6	0
Saint Ignatius, Portland	4	50	70	120	100	5	0
St. Francis Academy, Portland	10	90	150	240	220	10	0
St. Patrick's School, Portland	4	70	60	130	105	8	0
Cathedral Elementary, Portland	3	58	67	125	80	0	0
Sacred Heart, Portland	4	101	108	209	180	6	0
St. Lawrence, Portland	6	119	148	267	215	11	6
Christian Bros., B. C., Portland	5	198	198	190	15	6	
Joseph's School, Portland	3	62	75	137	102	3	0
Mary's School, Portland	7	128	216	344	297	18	0
Andrews', Portland	4	65	93	158	115	8	0
Stephen's, Portland	4	56	76	132	111	2	0
Ascension School, Portland	3	43	47	90	76	1	0
Columbia University, Portland	15	143	143	130	14		
Visitation School, Forest Grove	3	58	66	124	85	3	0
James School, McMinnville	3	27	39	66	59	5	0
Benedict's, Woodburn	5	73	63	136	104	4	2
Mary's School, Eugene	3	45	65	110	82	6	0
Alphonsus Academy, Tillamook	2	36	51	87	70	1	0
Academy O. L. P. Help, Albany	4	30	66	96	62	6	0
Mary's Home, Beaverton	3	136	136	95	0	0	
Mary's Institute, Beaverton	6	96	96	80	0	4	
Sacred Heart Academy, LaGrande	4	53	76	129	103	0	1
Mary's Academy, Medford	8	47	108	155	150	8	0
Mt. Angel Academy, Mt. Angel	14	133	236	369	355	10	2
Mt. Angel College, Mt. Angel	25	139	139	139	0	8	
Mary's Home, Oswego	5	130	130	90	3	0	
McLoughlin Institute, Oregon City	6	106	97	203	178	11	12
Paul's Convent, St. Paul, Ore.	4	32	63	95	75	1	0
Clement's, St. Johns	3	39	31	70	52	0	0
Joseph's Academy, Pendleton	5	42	138	180	162	14	1
Sacred Heart, Gervais	4	43	53	96	77	1	0
Mary's Academy, The Dalles	5	35	108	143	111	0	0
Louis School, St. Louis	2	28	17	45	28	4	0
Boniface, Sublimity	3	50	70	120	110	6	0
Thomas Aquinas, Condon	4	29	36	65	61	0	0
Joseph's School, Roseburg	2	29	40	69	46	0	0
Andrew's, Pendleton	12	53	61	114	65	0	0
Francis Academy, Baker City	9	84	150	234	184	12	8
Academy of Holy Names, Astoria	4	31	57	88	78	8	0
Sacred Heart Academy, Salem	8	36	99	135	118	5	3
	255	2643	3622	6265	4230	222	83

Since the publication of the last report the enrollment of the Catholic schools of Oregon has increased 18 per cent. Special effort has been made to increase the efficiency of the schools and the new school buildings are of a high type. General interest has been manifested in vocational training of the pupils. The growth of institution for secondary and higher education has been especially gratifying. Columbia University has completed during the past year a splendid modern residence hall which will accommodate 135 pupils. The Holy Names Normal at Villa Maria, near Oswego, has opened in its new fire-proof building with accommodations for 150 pupils. The Catholic Teachers' Institute held at Portland, July 22-26, 1912, was very successful, being attended by about 300 teachers. The State Superintendent of Public Instruction was among the speakers. It is a pleasure to record the earnest co-operation which our schools have experienced from the representatives of the State school system. We wish it to be generally recognized that the Catholic schools are not "private" institutions but constitute an independently supported system of popular instruction in which definite religious doctrines are made the basis of moral teaching.

EDWIN V. O'HARA,
Diocesan Superintendent of Schools.

INDEPENDENT SCHOOLS OF OREGON.

WILLAMETTE UNIVERSITY.

The College of Liberal Arts having been built upon the model of the eastern college, though it has broadened its courses, continues to cultivate the humanities with zealous care. In keeping with this ideal it recognizes the importance of affording those young people preparing for the fields of public service, Christian work, journalism, engineering, and business administration, who do not pursue a course in liberal arts, the opportunity of laying foundations for these various fields of activity in connection with the pursuit of non-technical studies that serve to develop a general education and cultivate the thinking powers of the student.

The Teachers' College is organized to give efficient professional training to those who desire to enter the teaching profession, either as teachers in high schools, or as supervisors, principals, or superintendents of city schools. The demand for professionally trained men and women of the broadest culture for these positions has led to the establishment of teachers' colleges by some of the leading universities of this country. That breadth of culture may be attained along with professional efficiency the specific educational training has been correlated with a broad course in liberal arts.

In Willamette University the first two years of work correspond with the courses in the College of Liberal Arts for the freshman and sophomore years. The three groups, classical, philosophical, and scientific, afford opportunity for laying broad foundations in various fields of education while each is of such character as affords extra cultural influence. In the junior and senior years opportunity is given for specialization in the department in which the student purposes to teach. The curriculum presents certain fundamental courses in educational psychology and in the history and principles of education.

Special methods applying to the leading departments of study in the secondary school are treated by the heads of departments, who will devote some time to the supervision of practice teaching in their subjects. Opportunity for observation of methods together with practical experience is afforded in the academy where high school subjects are taught. The high school of Salem, one of the best in the State, also affords opportunity for observation of methods.

The University Teachers' Certificate, authorizing the holders to teach in any high school of the State, is given all graduates who meet the following conditions:

1. The satisfactory completion of the requisite work in the subject or subjects which the applicant expects to teach.
2. Successful teaching evidenced either by practice work under the supervision of the teachers' college or by satisfactory testimonials of successful teaching experience.
3. The completion of at least fifteen semester hours in education.

The Teachers' Bureau affords special advantages to students through the registration of their collegiate records and the use of the same in recommendation of candidates for vacancies. It is the aim of the bureau so to place its candidates that school authorities will appreciate the assistance sufficiently to turn to it with confidence when in need of teachers. This service is free to all students and alumni of the university. All the graduates of last year who desired positions secured them, and there were many demands which could not be met.

The Teachers' Training Course is designed to train teachers for teaching in the grades and rural schools. It is correlated with work in the academy, the special subjects being among the electives for the third and fourth years, so that it may be included as a part of the academy course. Some graduates of high schools and academies are now taking the course.

THE COLLEGE OF LIBERAL ARTS.

The rapidly increasing attendance in the last two or three years has warranted and made necessary a greater Willamette such as a few friends have seen in vision. About a year ago some of these expressed their belief and ambitious desire that an Endowment of \$500,000 be raised for the College of Liberal Arts and a new building be placed on the campus to meet the growing needs and serve as a memorial to the pioneers. The generous offer by Mr. R. A. Booth of Eugene of \$100,000 toward this fund proved a great stimulus, while that of \$50,000 by J. J. Hill added greatly to the interest of the campaign. The recognition of a denominational college by a man of such business qualities and such vision as this great empire builder has meant much to Willamette and her friends, leading to splendid support of the campaign in many quarters so that the interest has spread throughout the State.

The recent splendid gift of \$100,000 by Mr. Peter W. Severson of Portland has given a new impetus to the campaign, affording such assurance of success and arousing such enthusiasm that the movement is being continued to secure the \$500,000 Endowment and \$100,000 for a building as a memorial to the pioneers aside from the magnanimous gift of Mr. Severson. The giving of \$300,000 to Willamette by four men, the Hon. A. E. Eaton, LL. D., the Hon. R. A. Booth, Mr. J. J. Hill, and Mr. P. W. Severson within four years is a noteworthy indication of a new era for Willamette.

McMINNVILLE COLLEGE.

The fifty-fourth year of this institution proved the best in its history. The total attendance reached 200, which was an increase of seventeen over the preceding year. The faculty remained unbroken throughout the year and labored in fullest harmony. Ten graduated from the College, one from the Conservatory of Music and four completed courses in the Business department. The honorary degree of Doctor of Divinity was conferred upon Rev. J. Q. A. Henry of Los Angeles, California, an evangelist of international reputation, formerly Pastor of the First Baptist Church of Portland, Oregon.

The Teacher's report showed total receipts for the year amounting to \$26,705.75, of which \$1,000 were added to the permanent funds of the College. This sum was largely derived from tuition fees and gifts of churches and individuals. The number of supporters is annually increasing.

There is excellent prospect of still larger increase in attendance for the year 1912-1913. A harmonious faculty, a satisfied student body, standard courses of study and effective field work are depended upon for this result. The faculty remains the same with two changes—Professor R. Frerichs, A. B., becoming teacher of Greek and German in place of Professor N. E. Thomas, A. B., resigned, and Mrs. Bonnie Replogle, B. Mus., succeeding Miss Nettie Leona Foy, B. Mus., in the Conservatory as teacher of piano.

A campaign for \$250,000 endowment is planned to begin in September, 1913, under the leadership of Rev. Myron W. Haynes, D. D., who is now engaged in raising a half million fund for Franklin College in Indiana. This campaign will doubtless place McMinnville College on the list of standard colleges in Oregon, inasmuch as the report of the United States Bureau of Education indicates that faculty and courses of study are approved and but \$145,000 of endowment and \$5,000 of library and laboratory equipment are lacking at the present time of the full standard.

McMinnville College above all else aims to maintain an atmosphere which will make it possible for young people to reach the highest development possible for them, physically, intellectually and spiritually. It employs as teachers those who are known to be entirely free from the recognized "bad habits." It seeks to eliminate from its life everything that tends to deteriorate and degrade, and to encourage everything that tends to culture and refinement. Its policies have already produced results which have been most gratifying to the parents who have entrusted their young people to the care of its officers and teachers.

PACIFIC COLLEGE.

Name of School—Pacific College. Controlling Body—Managers elected by corporation chosen by Friends Church. Location—Newberg, Oregon.
Name of President—Levi T. Pennington.

Number of Faculty, 11. Months of School, 9.

Enrollment in Preparatory Department—Boys 22, girls 29; total 51.

Enrollment in College Department—Boys 23, girls 18; total 41.

Enrollment in Music Department—Boys 17, girls 24; total 41.

Salaries.	Furniture.	Apparatus.	Other Purposes.	Total.
\$6,700	\$125	\$100	\$1,535.34	\$8,460.34

Value Physical apparatus, \$400; Value Chemical apparatus, \$500.
Number of Volumes in Library, 2,100.

Pacific College was chartered as a college in 1891, though Pacific Academy, its predecessor, had been in existence since 1885. Very early after the first settlement of Friends in Oregon they began to provide for the higher education of their children and others, and long before the public schools could provide for the education needed in the Chehalem Valley, Pacific Academy was ministering to the educational needs of a large section of the country. Soon there was a demand for still higher education, and since 1891 the school has graduated considerably more than a hundred young men and women who are making their mark not only in the Northwest but from New England to Alaska and the Philippines.

The college is under the management of a Board of Managers chosen by a College Corporation, some of whose members are proposed by the corporation itself, some by the board of managers, some by the alumni of the college, and some by the Oregon Yearly Meeting of Friends, to which body the annual reports are made.

The college is not sectarian, but attempts to be emphatically and positively Christian. The spirit of the Christian Associations is manifest in all the departments of the college life.

The school outgrew its early quarters, and for a few years was cramped for the lack of adequate building equipment. The friends of the institution, however, realized the need, and in 1911 a fine new brick and stone building was occupied, containing nine additional class rooms, an Academy assembly room, president's office, library reading room and stack room, fuel room, cloak and toilet rooms, and a chapel room that furnishes the city of Newberg with its best auditorium. This new building, with the old college building, the dormitory and the gymnasium, furnishes an adequate building equipment. The new growth in attendance had already begun, and last year saw a very material increase in the College and Academy. Next year promises a much larger increase.

At the beginning of the present year, a campaign was launched for an addition of \$100,000 to the endowment funds of the school. This campaign is progressing satisfactorily, and there is every reason to believe that the amount will be secured the coming year.

Pacific Academy offers a full four years' course above the eighth grade, under conditions that conduce to the best possible work. The dormitory life is an especial feature both of the college and academy.

The college offers a full four years' course above the four years' high school course, the requirements of work asked for graduation being considerably in excess of the amount named as the minimum for the standard college.

EUGENE BIBLE UNIVERSITY.

The Eugene Bible University, situated at Eugene, Oregon, was incorporated November 17, 1895. The center of its work is the Bible College. Along with the Bible College is a School of Music, an Academy, or preparatory school, a Department of Art, the School of Elocution and Oratory, the Girls' College, and the Bible Chair at Pullman, Washington.

There were 88 students enrolled in the Bible College last school year and a total of 141 in the various departments. The school has gradually increased in attendance and resources from the beginning of its history.

The faculty consists of President Eugene C. Sanderson and ten other professors and assistant teachers.

The library has steadily grown until now it contains four thousand volumes.

The Bible College offers four courses of study, as follows:

The Classical Biblical Course.—This is a four-year course and leads to the degree of Bachelor of Arts. The completion of the four-year State high school course, or its equivalent, will be required for admission to the freshman year.

Second, the Classical Ministerial Course.—This is a post-graduate course and leads to the degree of Bachelor of Divinity. In order to graduate from this course the student must have obtained an acceptable A. B. degree, or its equivalent.

Third, the English Ministerial Course.—This course leads to a diploma and the title Bachelor of Sacred Literature. Where sufficient preparation has been made it can be completed in three years.

Fourth, Teacher Training and Normal Bible Course.—This is a two year course for Bible School and Pastoral Helpers.

The main campus of the school consists of an entire block of ground which joins the State University campus on the west. The girls' college campus consists of a tract of fifteen acres a mile and a half south of the Bible College campus. The grounds and the three school buildings represent an expenditure of about \$90,000.

The school's watchword is "\$100,000 worth of school property, 5,000 volumes in the library, the school free from debt, and \$250,000 in the endowment fund by November 17, 1915", which will be the 20th anniversary of the school's incorporation.

For catalogue or further information, address the president of the school.

Harry Benton, *Secretary*.

SPECIAL REPORTS OF COUNTY SCHOOL SUPERINTENDENTS

BENTON COUNTY.

H. L. MACK.

School conditions in Benton County have made a marked advance during the past two years, and the outlook for the future is very promising.

Since our last report fourteen modern buildings have been erected. Among these are the eight-room brick building at Philomath, the second sized town in the county, and the eight-room ward school in South Corvallis. In process of construction now is a new building in Alsea, the second structure for that district, that is 62x70 and a big school gymnasium 66x90 in the Belfontaine district. The near future will see new modern buildings, properly equipped, throughout all Benton County.

Our teaching force has been enlarged by 18, which is largely due to the growth of our high school system and the increased attendance in the Corvallis schools. Salaries have advanced from \$48.52 per month in 1910 for male teachers to \$60.91 in 1912 and from \$40.52 per month in 1910 for lady teachers to \$45.76 in 1912. Some rural districts are offering \$75.00 per month for the "trained" teacher.

We have eleven high schools in the county operating under the county high school fund law. Two of these have four-year courses and the others are rapidly building toward that point. Next year we will have

five schools that will give four years' work. Ninety-two per cent of our 1911 eighth grade class enrolled for high school work last year and the indications are that the 1912 class will have made a better record. We have been able to bring these high school privileges to the young people of the county on a half mill tax.

Our consolidated school in the Alsea Valley continues to demonstrate the wisdom of such a plan. Five teachers are employed here, four wagons are used to convey the children, who live more than two miles from the central school, to and from the building; and, as stated above, the growth of the school has reached a point where it was necessary to erect a second building. We consider this a splendid record for three years' work.

By means of parents' meetings and local institutes we have succeeded in arousing an interest in the patrons of the several districts for advanced methods in rural work. Co-operation between the home and the school is being brought about quite rapidly.

H. L. MACK, *County School Supt.*

JACKSON COUNTY

J. PERCY WELLS.

Supervision—The last year's work has been by far the most satisfactory during my incumbency, due to the increased facilities for supervision. While the best results cannot be expected during the first year of the new supervisory plan, the work of the supervisors has been highly satisfactory and promises much for the future. This new plan of supervision, which became effective last fall, is designed especially in the interest of the rural schools, and it is there that the supervisors have spent practically all their time. In the cities and towns a city superintendent or principal has direct supervision, but in the rural schools where most of our inexperienced teachers are employed and where close supervision is especially needed, the only direct supervision accorded prior to this year has been in the occasional hurried visit of the county superintendent. During the year just closing two supervisors have spent their time in the rural schools with gratifying results. They have aided teachers in organizing and classifying their schools, and have instructed teachers in the various methods of presentation. They have organized Parent-Teacher Associations and held community meetings, and have done much to stimulate interest and create enthusiasm both in the school and in the community. The schools have followed the course of study more closely and have done more thorough work in all branches.

We believe that the boys and girls on the farms are entitled to just as good schools and just as much attention as the boys and girls in the cities and towns. Every fall many families move from the farms to the cities and towns for the winter in order to avail themselves of the better school advantages. We want to make this unnecessary by making the rural school as good as the city school. This can be done only by putting into the rural school as much thought, time, and money as is put into the city school.

A city of the size of Medford or Ashland, employing from thirty to forty teachers, will ordinarily expend as much or more for supervision than is being expended by the county this year for supervision in nearly one hundred schools. When we reach the point where we are

willing to use as much time and money in the education of the boy or girl on the farm, the rural school will be equal or superior to the city school.

Sanitation.—One of the things undertaken by this office last fall, working through the supervisors, was the improvement of sanitary conditions in our schools. Much has been accomplished along this line, but much more remains to be done. The common drinking cup and open water vessel have been abandoned. If they are in use in a single school in the county I am not aware of it. In at least one-half of the schools of the county where there is no running water, sanitary water jars are in use, and in all schools either individual drinking cups or bubbling fountains are in use.

In thirty-six schools, window-boards for ventilation have been installed, and in many schools the lighting, heating, seat arrangement, toilets, etc., have been improved. Still many of our schools are in a deplorable condition from the standpoint of sanitation, comfort, and appearance, but with the co-operation of school boards and patrons these defects can be remedied.

Contests.—Since the Christmas holidays a series of spelling and arithmetic contests have been held and much interest and enthusiasm have been manifested. Teachers and supervisors are unanimous in the opinion that much good has been accomplished by these contests. Central Point won first honors among the schools of more than one room, and Mayers Creek among the one-room schools. Nearly all the schools in the county participated in this contest.

The State Fair at Salem and the district fair at Ashland, both to be held this fall, are offering prizes for exhibits in an agricultural and industrial contest for children, and many boys and girls in Jackson County are planning to compete for the prizes.

Supplementary Readers.—Last fall we recommended that supplementary readers be furnished by all school boards for the first, second, and third grades. Fifty-three schools complied with this recommendation in whole or in part. These readers are essential to teachers in their work and it is hoped that all schools will have them next year, and that those having already secured them for the lower grades will keep on adding for the higher grades. The text books do not furnish sufficient reading material for the pupils, who are compelled to read the same lessons again and again or advance to a more difficult reader before they are ready. The result is that pupils fall into the habit of reading in a strained, unnatural manner, which is difficult to correct. A sufficient amount of good supplementary reading material in the hands of a skillful teacher is the remedy.

Parent-Teacher Circles and Community Meetings.—At least seven parent-teacher circles have been organized in the county during the last year, and they have all been able to accomplish much in the way of improving sanitation, appearance of school building and grounds, and securing books, pictures, etc., for the schools. I should like to see a parent-teacher circle in every district. If you want things done in your district organize such a circle. We will be glad to assist you.

In Supervisory District No. 2, a large number of community meetings has been held by the supervisor, who used a stereopticon to illustrate his talks. It is an excellent plan to get the school patrons together for discussion of school affairs, and we hope to do more of this work next year. School buildings should have a wider use than for school purposes only. Make your school building a center for educational gatherings.

Teachers.—You cannot have a good school unless you employ good teachers, and you are urged to use the utmost precaution in the selec-

tion of your teachers. This office is always glad to advise with school boards on this matter. Our judgment is not always correct, but we have the advantage of an acquaintance with a large number of teachers and are always glad to assist school boards. You can secure and hold good teachers only by offering good salaries and showing an appreciation of good work.

Plan for Next Year's Work.—The county educational board has employed the same supervisors for next year at present salaries, the term of office to commence August 1, 1912, instead of September 1. During the month of August the supervisors will visit each district in the county and meet with school boards and others interested in school work, for the purpose of planning the work for next year. At that time they will discuss with school boards any needed repairs, improvements, supplies, etc. Of course it is always understood that the recommendations of myself or the supervisors are in no way mandatory. While we earnestly desire to see every school well equipped as soon as possible, the matter is simply advisory on our part. Our recommendations are never made without due consideration of cost, but the school finances are in the hands of the board of directors and their judgment must govern in the matter of school expenditures.

Yours very truly,

J. PERCY WELLS, *County School Supt.*

JOSEPHINE COUNTY

LINCOLN SAVAGE

The general outlook of the educational work of the county is most promising. School patrons everywhere take deeper interest in higher development of the schools, and are demanding of their trustees up-to-date school houses, which has resulted in the construction of seven new buildings this year, two of which are three-room brick buildings.

Teachers' Salaries.—Teachers' salaries are getting better, the lowest salary in the country school districts this year is \$50.00 per month and the highest is \$85.00 per month. The supply of teachers does not quite meet the demand, however, but few temporary certificates are required to be issued. The present law regarding teachers' certificates seems to meet very well the requirements for teachers and on the whole we believe it an excellent law.

Industrial Work—School Fair.—Industrial school work was taken up this year in quite a number of districts. At our school fair held September 18, 19, 20, 1912, children from ten school districts had products of some kind on exhibition. Some of this exhibit was very excellent and the people were agreeably surprised with what the children could do. While the display was not so extensive as I had hoped for, I am very well pleased with the result and look forward to a fine exhibit from all over the county next year.

Course of Study.—The State Course of Study meets general approval of the teachers. Not only are the teachers interested, but patrons everywhere want copies of it to such an extent that I have had to order supplies several times. I believe the course of study the power in the hands of the teachers and county superintendent that has done more than any thing else in the cause of better education in our county schools.

Sanitation, Ventilation.—Campaign for better sanitation, ventilation, and for individual drinking cups has been carried on, and I am pleased

to say it is getting very good results. Everywhere I go over the county, I find a closed water receptacle and individual drinking cups in use in the school rooms.

Teachers' Institutes.—For four years we have joined with Jackson County in annual institute. This has resulted very successfully. Our combined forces make an excellent body of teachers for successful institute work. We held our institute this year in Ashland and everybody seems of the one opinion, "the best ever held." Dr. Winship was our principal instructor. He came a stranger to most of the teachers; he went away their idol.

KLAMATH COUNTY

J. G. SWAN.

Klamath County, owing to the building of the railroads and the extension of irrigation by the U. S. Reclamation Service has been passing through a period of rapid development. New people have arrived to make permanent homes and much building and improvement has been done. In the midst of this it is a matter of pride to the county that school improvement has kept pace with any and all other lines of improvement in the county.

During the past two years eighteen new school houses have been built. In every instance of building a new building, the directors have complied with the law in regard to submitting the plans to the county superintendent and carrying out the plans as approved by him. Through the co-operation of the county superintendent and directors every effort has been made to secure the best and most modern plans for these buildings. The old style of "box car" type has largely been eliminated and cottage and bungalow types of buildings have been adopted. The lighting and ventilating has had special attention. No cross lights are permitted. In buildings that were not planned for a heating system, fresh air ducts were built by boxing under two joists to the place where the stove is to set and placing an opening in the floor. The stove is then jacketed. A ventilating duct is also provided in the walls. Nine rural buildings are equipped with Waterbury heaters which are doing good work.

The average expenditure on the new rural buildings and grounds has been \$2,000. A twenty thousand dollar brick building has been erected in Klamath Falls, and the heating plant of the central building of this district has been replaced by a modern fan system. In both buildings the fan type of heating is giving excellent results. At Merrill a brick building has been constructed at a cost of \$16,000. But a portion of the interior is complete. In many of the other districts, the buildings have been repaired and bad lighting corrected.

A strong effort has been made to improve the rural schools by increasing teachers' wages and lengthening the terms. All schools pay \$60 per month salary and several are paying \$80. Although the State and county apportionments aggregate more than \$15 per capita, it has been found necessary in many of the districts to supplement these funds by special district taxes. These have been cheerfully voted and now a majority of the districts regularly vote special taxes. However, much remains to be done in order to bring rural schools up to a point of real efficiency. Wages must be advanced still higher. No school should have less than nine months of school per year. Teachers especially trained and better trained for this class of work must be available and will pre-

pare themselves for it when wages become sufficiently attractive. The most detrimental feature of rural school work is the constant change of teachers. Teachers seldom remain more than one term in a district. As I view it the best solution of this problem is the adoption of a resident teacher plan. The district should own a plot of ground sufficiently large for school house and grounds and a cottage for the teacher's family, with plenty of room for his garden, cow, horse, and experimental plots. Let the teacher be employed by the year with adequate compensation and a home. He can care for the school lawn, trees, shrubs, and grounds, keep the buildings in repair, by attending to them during vacation, give practical instruction in agriculture by using the experimental plots. He will also act as a leader in the community life. This will take a strong man and one well trained for the work, but would pay much more than cost in rural school efficiency.

The school library law is proving of much value to the schools. The selections of books are excellent and all schools are rapidly accumulating good libraries. In visiting the schools, I find the libraries in constant use.

A School Museum.—A feature has been added to the plans in the Klamath Falls city schools under Superintendent R. H. Dunbar, that might be adopted with good results in many other schools. He has secured specimens of most of the birds and animals native to the county, by paying one of the school boys who has a genius for taxidermy for the expense incurred in securing the specimens. This collection adds much interest to nature study in these schools.

High Schools.—Much interest has been paid to high school education in the county. More than eighty per cent of the eighth grade graduates enter the high schools. Good high schools are maintained at Merrill, Bonanza, Ft. Klamath, and the county high school at Klamath Falls. The county high school has become a very important institution. It now has a plant valued at about \$75,000 with excellent equipment in all departments. In addition to the regular academic work, courses are provided in Commercial course, Home Economics, Manual Training, Music, and Agriculture. Trained teachers are employed in all departments, all teachers being university or college graduates. By an arrangement with the county court of Klamath County, an expert agriculturist is employed who not only teaches the subject in the high school, but has charge of the county farm and will conduct experimental work and will also supervise agricultural work in various schools of the county. A night school has been undertaken for the year 1912-13 and is proving very popular and helpful to persons unable to attend regularly.

The school spirit is good in Klamath County and much improvement may be expected in the near future.

LANE COUNTY

H. C. BAUGHMAN.

The Outlook.—The educational outlook in Lane County is bright. School boards, teachers and pupils all appear to co-operate toward the general improvement of the public school. This co-operative work, led by the supervisors, has been, and is now, raising the standard of the rural schools to a remarkable degree.

Under the present supervisory system the district schools, one hundred and eighty-three in number receive careful and constant supervision. Before this system was begun the county superintendent was expected

to visit all these schools, in person. The most noticeable improvement is in the physical condition of the rural schools. Better heating, ventilation and lighting, better kept and larger school grounds.

During my one year in office there have been a goodly number of new school houses erected, according to the most modern plans. There are at the present time a number being constructed, and many more contemplated. It seems that Lane County is just beginning an era of new and better school houses.

School boards and the general public are demanding trained and experienced teachers. No school board will employ an inexperienced teacher if an experienced one can be had. As the demand for better teachers grows, the wages are increasing accordingly. The salary of the most remote rural school is \$45 per month. Salaries range from this minimum up to \$100 in the rural schools. An effort will be made by the county superintendent to induce rural school boards to pay \$100 per month and demand the very best.

There are twenty high schools in Lane County open to students wishing a four-year course. Nine of these are union high schools in rural communities (one exception). These are the outcome of the county high school fund which has been operating for about three years. At the present time there are about 1200 pupils enrolled in high schools of this county.

There were three hundred and ninety-eight eighth grade graduates during the school year 1911-1912. A very large percentage of these graduates are now attending high school.

In order to raise the standard of the schools of this county we have named twelve requirements up to which a school must measure before it may be classed as a standard school of Lane County. School boards, teachers and pupils all seem willing to do their part in making the school of their district a standard school.

LINCOLN COUNTY.

R. P. GOIN.

In looking over the records of the public schools of Lincoln County, for the past two years, I find a substantial increase in everything that is for the good of the schools. Better teachers, longer terms, and higher per cent of attendance that is gradually rising, all show that the conditions are growing better.

School Houses and Grounds.—During the past two years one-fourth of the districts in the county have built new houses and furnished them with modern equipments. Many of the older buildings have been repaired and painted, making them equal to new ones. The grounds have been cared for more than in the past. Flower gardens have been made along the paths and walks. Fences have been put up to protect the grounds and buildings and water has been piped on to the grounds from springs or mountain streams.

Teachers' Salaries.—The salaries are gradually increasing. But few teachers are now teaching for less than \$50 per month, and some of the rural schools are better satisfied when they pay \$65, \$70, or \$75 per month. Board and room in the rural districts is about \$12 per month. Newport pays its principal \$1,000 per year, which is the best salary paid in the county.

High Schools.—We have three four-year high schools and a number of others that are doing work above the eighth grade. Our high schools

are working indirectly under the county high school fund law, but we give \$40 for the first forty instead of the first twenty pupils as the law provides.

School Taxes.—The county court for the last two years has made the school levy sufficient to raise \$12.50 per capita instead of the \$8.00 as the law requires. Our districts vary greatly as to size and valuation. Many of the smaller districts had to be helped from the general fund of the county after voting the five mills, while some of the more fortunate ones would receive more than they needed by voting a half mill or less. I found that by raising the per capita it would make a more uniform tax. After explaining the conditions to the county court, they were all willing to raise \$12.50 for each pupil instead of the \$8.00. This per capita may be raised, but I feel sure it will never be lowered.

Institutes.—The institutes, both local and annual, are well attended. With the limited amount of institute funds I am not able to get institute instructors who have a National reputation, but I have been very fortunate in getting helpers whose work has been highly pleasing to myself and the teachers in the county.

School Fairs.—Our school fair this year was a success. It was held in connection with the county fair, but I think in the future the county fair will be held in connection with it. The boys and girls are now preparing an exhibit for next year.

Supervisor.—The supervisory law enables the rural schools to have the much needed supervision thus materially raising the standard in this county.

UMATILLA COUNTY

FRANK K. WELLES.

In submitting this special report upon the condition of the schools in Umatilla County, permit me to say that during the eight years of my administration, I have directed my energies principally towards securing four things, viz: (a) More competent teachers; (b) longer terms of school; (c) better equipment and more sanitary buildings, and (d) better management of the business affairs of the districts.

Unfortunately the first three things which I mention could not be secured without the additional expenditure of public funds. Unfortunately too, owing to insufficient moisture, the crops in some sections of our county have with the exception of this year, been poor for several years past. This condition has caused the increasing school expenditures and other taxes to be particularly noticeable, and although there has seemingly been no disposition to stop improvements, still there has been considerable complaining about high taxes.

Better Teachers.—Believing that good teachers cannot be secured without paying reasonable salaries, I have endeavored to bring the salaries up to a point where capable teachers would be attracted to our schools. The district officers have co-operated with me in this, and as a result our teaching force has steadily improved. We have not only attracted better teachers, but we have been able to hold many of them year after year in the same positions. This has been possible only through paying better salaries, offering longer terms of employment, and providing better facilities with which to work.

The average amount earned by our teachers has increased over 80 per cent during the past eight years, or in round numbers from \$300 to \$550 per year.

School Terms.—It used to be the custom in many of our districts to fix the length of the school terms in accordance with the amount of money which the districts received from apportionments, rather than with any reference to the amount of school which they could afford to have. As a consequence, a few years ago many of our country districts had only three or four months of school during the year. When the rural districts learned that they could afford to have longer terms of school, and that, too at much less expense to themselves than could the city districts, they were not slow in providing the necessary funds by making special district tax levies. At this time only a few of the smaller country districts have six months of school, which is the minimum allowed by law, and many of them hold from seven to nine months annually. Practically all of the larger schools have a nine months' term every year.

Equipment and Facilities.—In the matter of equipment and improvements, our schools have been making great progress. Comfortable desks, proper heating and ventilating arrangements, excellent blackboards, and many minor necessities are now the rule, and not the exception in the rural schools as well as in the city schools of Umatilla County. During the past year we have greatly improved the conditions in our country schools, due directly to the work of the two rural supervisors. These men, besides making frequent visits to the schools, often in company with the directors, made a total of 363 visits to the homes of the district officers last year, and discussed with them the needs of the schools.

School Business.—There has been constant improvement in the manner of carrying on the business of the districts. The directors and clerks are more careful to see that all of their school business is done in a legal manner, and that their records are correct and properly kept. The supervisors have been of great assistance to these officers in keeping their records. Wherever possible, the supervisors have examined the books of the clerks at the close of the year, and have assisted them in making their annual reports. They have also attended the school meetings and district board meetings when possible, and by their advice and counsel have prevented friction and misunderstandings, and at the same time have helped to facilitate the business of the districts.

Increased Revenues.—If the cheerfulness with which the taxpayers levy constantly increasing taxes upon themselves for the support of their schools is any indication of the school spirit of the county, I believe that Umatilla will compare favorably with any other county in the State. During the eight years of my administration there has been no increase in the number of districts, and only a very little growth in the school attendance. There has been a very small increase in the amount received from the State school fund which averages about two dollars a year per child. But in the two remaining sources of income, the county school fund and the special district tax, great increases are shown, although both of these funds are produced by direct taxation.

With the assistance of the school district officers and others I have been able to get a plan adopted which increases our county school fund nearly fifty per cent. Under this plan many of the districts that formerly found it necessary to levy high taxes each year, have been able to lower their levies without decreasing their revenue. In some districts the amount gained has run from a few hundred dollars to over \$2,000.00 annually. Much of this additional revenue is paid in by corporations and others owning property outside of any school district, hence the additional revenue from this source has been practically a gift to the districts.

But it is in the money received from special district taxes which the electors of the districts vote themselves, that the greatest increase is shown. This fund has grown 622 per cent or from \$20,352.27 to \$127,-

643.91. Not a dollar of this great sum is being wasted. The money is not being squandered nor spent for luxuries. It is used for the legitimate and necessary expenses of the districts; to provide more and better schools.

Rural Supervision.—Two supervisors are employed in this county. In order to secure thoroughly competent, trained men, it is necessary to pay \$120.00 per month. The necessary traveling expenses which are allowed by law amount to a little less than \$40 per month for each man. The total expense of the two supervisors last year was \$3,277.59, or about the amount that it cost to supervise the schools in the city of Pendleton, where thirty teachers were employed.

The county is divided into three supervisory districts, one of which is given to the county superintendent. His district comprises all of the towns except Pendleton, which employs a city superintendent, and also includes a few of the larger country districts. There are about ninety teachers employed in this district. It required about one month, and 560 miles of travel to make one visit to each of these schools.

The two supervisors have 38 and 39 rural schools respectively and each must travel approximately 370 miles in order to visit every school. Some of our schools are situated in the mountains, and during part of the year the roads there are very bad; but by traveling early and late each supervisor can visit all of his schools in about one month.

There has been some dissatisfaction with this new law. The principal objection seemed to be based upon a misunderstanding as to the need for rural supervision, and a belief that the expense is unnecessary. Those who have opposed the law have, however, composed a very small minority, and as the benefits of this new system are becoming better understood, the criticisms are rapidly becoming less.

Official Relations.—As my term of office is about to close, I desire to express my appreciation for the many courtesies that have been shown me during the nearly eight and one-half years of my public service. It would be remarkable indeed if in dealing with hundreds of school officers and teachers there were no mistakes or misunderstandings. However, these have been few in number, and my official relations with the teachers, district officers, and patrons have been uniformly pleasant. To the teachers especially I feel that I owe a debt of gratitude. Their expressions of appreciation have been many, and their criticisms few. This has added immeasurably to the pleasure of my work.

To the Superintendent of Public Instruction and his deputies I wish to express my appreciation for much valuable assistance given and uniform kindness shown me, also to the county superintendents for their many helpful suggestions and expressions of good will.

WALLOWA COUNTY

J. C. CONLEY.

Supt. L. R. Alderman, Salem, Oregon.

Dear Sir: In response to your request, I will give a brief special report on the educational outlook in this county.

School conditions are better than ever before. The school sentiment is good. A good wholesome spirit of rivalry exists. People are getting in earnest about the subject of education, and are showing their interest by providing more funds and better equipment, and are insisting upon longer terms of school and better teachers.

On the whole, we have an excellent corps of teachers, a great many of whom have had special training, and are doing excellent work. Of course, there are a few new, untrained teachers each year, but even they are entering into the work with a great deal of zeal and a desire to make their work count for something.

We have one county and three district high schools. Two of the district schools are doing four-year work and one two-year work. Two of the high schools have put in domestic science, and one a commercial course.

Within the past two years, a number of new buildings have been erected, the most noted of which are, Joseph, District No. 6, at a cost of \$30,000, and Wallowa, District No. 12, at a cost of \$25,000.

The last two years this county has held its annual institute in connection with the State Association at La Grande and Baker City. The State meeting this year, October 16-18, will be held at Enterprise, this county, in connection with Umatilla, Union, Baker and Malheur counties. We had several very enthusiastic local institutes last year, although it is hard for a very great number of our teachers to get together in a local meeting.

The only general school fair in this county this year was held at Wallowa, September 26, and I was very agreeably surprised at the remarkable collection of farm and garden products, pigs, chickens, ducks, etc., as well as bread, cake, pies, canned fruit, specimens of sewing by the primary pupils, and a general exhibit of class work by all. Teachers and pupils deserve a great deal of credit for the showing they made.

In conclusion, I will say that the outlook for a successful school year was never better, and we hope to make it the best we have ever had.

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